

# **Position of Social Studies in India**

**An analysis of current syllabuses**



DEPARTMENT OF CURRICULUM METHODS AND TEXTBOOKS  
National Council of Educational Research and Training  
New Delhi

92-T-47

Published by  
Publication Unit,  
National Council of Educational Research and Training  
114, Sunder Nagar, New Delhi-11

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First Published in June, 1964—3000 copies

Printed at  
Navin Press

## FOREWORD

Among the many changes introduced during the past ten years in our school curriculum, the introduction of Social Studies is a major one. But even a cursory study of the syllabuses now in use reveals that a considerable amount of divergence exists both with regard to the concept of Social Studies and its organization as a school subject. Neither the nature and the scope of the subject nor the purposes have acquired full clarity. The relative positions of the constituent areas of knowledge with which Social Studies deals are still to be decided.

All this points to the need for defining the concept of Social Studies and determining on more or less systematic lines its nature and scope in the light of some objectives arising out of the defined concept. Only then it will be possible to develop a curriculum, adequate and appropriate for citizenship education which is one of the vital responsibilities of the school. The Department of Curriculum, Methods & Textbooks (Formerly Central Bureau of Textbook Research) has, therefore, taken up a project with the following specific purposes :

- (a) to clarify through discussions with teachers and teacher-educators the concept of Social Studies in the context of our social and educational needs ;
- (b) to formulate some specific objectives of teaching Social Studies for the different school stages ,
- (c) to suggest ways for the organization of Social Studies at different school levels ;
- (d) to frame, on the basis of the above an articulated syllabus in Social Studies ;
- (e) to prepare instructional materials , and

(iv)

(f) to suggest necessary modifications in the present education of teachers and to outline an appropriate in-service programme for experienced teachers

The first four items detailed above comprise the initial phase of the project. As a first step a detailed study of the existing syllabuses in Social Studies from Classes I to XI was undertaken by the Department. The results of this detailed analysis were further scrutinized at the All India Seminar held at Poona in June, 1963. The present publication attempts to give an overall idea of the position of the subject in the school curricula of the different States of our country. It is hoped, this material will be found useful for their work by a wide circle of interested persons.

R. R. SINGH  
*Joint Director*

New Delhi  
November 11, 1963

National Council of Educational  
Research and Training

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# POSITION OF SOCIAL STUDIES IN INDIA







# INTRODUCTION

THE following pages attempt to describe the position of Social Studies in our schools, based on a factual survey of the syllabuses current in the States of the Indian Union at all stages of school education. This has not been an easy task in view of the very wide variety both in pattern and in detail. Still, the picture that emerges is more or less coherent, and the analysis, as will be seen, presents a great range of divergence on the one hand and substantial similarity on the other.

## I. School Stages

Two chief patterns are prevalent in the country with regard to the stages of education in the years at school.

### (1) *Three Stages*

(a) Primary 5 years from class I to class V

(b) Middle/Junior High 3 years from class VI to class VIII

(c) Secondary 2 or 3 years from class IX to class X or XI

This pattern obtains in Assam, Bihar (for basic schools only), Delhi, Madhya Pradesh, Orissa, Punjab, Uttar Pradesh (which does not have higher secondary schools, but only high schools ending in class X and intermediate colleges ending in class XII) and West Bengal.

*(ii) Two Stages*

- (a) Elementary 7 or 8 years from class I to class VII or VIII
- (b) Secondary 3 or 4 years, from class VII or VIII to class XI.

The seven-year elementary school pattern, followed by four years of secondary school, is followed in Andhra Pradesh, Bihar (for non-basic schools), Gujarat, Kerala (with a further subdivision of elementary into four-year lower and three-year upper), Maharashtra and Madras. Jammu & Kashmir has eight-year elementary and three-year secondary schools.

Besides these two, there is a mixed pattern in three States, presumably for the period of transition from the high school to the higher secondary pattern. These States are

- MADRAS . Secondary Course (classes VIII, IX and X) and Higher Secondary Course (classes VIII, IX, X & XI)
- PUNJAB . Matriculation Course (classes IX & X), and Higher Secondary Course (classes IX, X and XI).
- WEST BENGAL . School Final Course (classes IX and X), and Higher Secondary Course (classes IX, X and XI).

**II Name and Status of the Subject**

- A. At the primary, middle or elementary stage, Social Studies is a compulsory subject in all the States, but in some States it is included in the curriculum under different names

- (i) In Orissa, Maharashtra and Gujarat, Social Studies is named "General Knowledge" at the primary stage.
  - (ii) In West Bengal, it is named "Acquaintance with the Environment"
  - (iii) In Uttar Pradesh, at the primary stage, it does not figure as a separate subject but is correlated with other school subjects. The focal point of correlation is Crafts on the physical and social environment.
  - (iv) In Jammu and Kashmir, Social Studies is separated into two parts under the name of (a) Social Studies (History and Civics) and (b) Social Studies (Geography)
- 3 At the higher secondary stage, most States prescribe Social Studies as a part of the compulsory core studies. Exceptions are :
- (i) In Uttar Pradesh, Social Studies as a separate subject is not included in the curriculum for either the high school or the intermediate classes. History, Geography, Civics, and Economics are separate electives
  - (ii) In Delhi, it is not taught either at the higher secondary or the higher secondary (technical) stage but forms a part only of the higher secondary multipurpose curriculum. History, Geography, Civics and Economics are, however, separate electives for higher secondary schools.
  - (iii) In Gujarat and Maharashtra, it is a core subject till the end of class X. But in class XI it is optional, included in a group of three subjects, Social Studies, General Science and Elementary Mathematics, out of which only two can be offered. One offering Social Studies is not

allowed to take more than one subject from (a) History, (b) Geography (c) Indian Administration and Civics as an elective

- (iv) In Madras, History and Geography are included separately in the syllabus for Compulsory Social Studies but these subjects are not included as electives in the "Humanities Group"
- (v) As a core subject, in Delhi (multipurpose schools only), West Bengal, Madhya Pradesh, Jammu & Kashmir, Himachal Pradesh, Punjab, Rajasthan and Gujarat, Social Studies is taught only till the end of class X, whereas in Andhra Pradesh, Bihar and Orissa it continues to be taught in class XI as well.

### III Patterns Followed

- (i) In most States, the syllabus in Social Studies in the first two classes of the primary stage is integrated with a little variation here and there, and somewhere between classes III and VIII formal teaching of History, Geography and Civics is started.
- (ii) Civics forms part of the Social Studies course in all States except in Assam, West Bengal and Madras, where it is either a separate subject or a part of
  - Moral Instruction (Assam)
  - Training in Citizenship and Social Living (West Bengal)
  - Physical Education and Citizenship Training (Madras)
- (iii) The emphasis at the primary stage is mainly on the formation of habits of personal cleanliness, love of the motherland, development of a civic and social sense, observation of the heavenly bodies and the stories from biographies of the great personages of the country and the world.

- (iv) The syllabus at the higher secondary stage is on integrated lines in Assam, Bihar, Delhi, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Orissa, Punjab, Rajasthan, and West Bengal, whereas in Andhra Pradesh, Madras, Maharashtra and Gujarat, History, Geography, Civics and Economics are taught as separate subjects.

The integrated syllabus at the higher secondary stage draws its content from the different social sciences, *e.g.* History, Geography, Civics, Economics and Sociology. The syllabus in these States is often given in terms of units, such as Life of the people in Different Communities, Environment and Resources, Population, Ancient and Modern Civilizations and their impact on India. National Reconstruction, How we are governed, etc.

#### **IV Methods of Teaching**

- (a) Suggestions for teaching are included in the syllabuses in use in Andhra Pradesh, Bihar, Gujarat, Maharashtra, Himachal Pradesh, Kerala, Madras, Madhya Pradesh, Mysore, Orissa, Rajasthan, Uttar Pradesh and West Bengal for the primary and middle stages only. Andhra Pradesh, Gujarat, Maharashtra, Orissa and West Bengal give these suggestions very briefly and mainly deal with the preparation of charts, maps, models, observation, practical work and excursions to places of interest for outdoor study and spot observation. Bihar, Mysore and Uttar Pradesh give detailed stage-wise instructions. In Uttar Pradesh, the instructions deal with the total school programme.
- (b) Only the Kerala syllabus gives suggestions for teaching at the higher secondary stage, together with the concept of the subject and its expected outcomes. Madras also gives hints for teaching at some places.
- (c) Punjab and Delhi have both issued a "Handbook for the Guidance of Teachers", which give detailed instruc-

tions on teaching the different units in Social Studies. These however cover only the Primary and Middle classes.

## **V List of Aids and Equipments**

Andhra Pradesh, Kerala, Madras, Mysore, Orissa and Uttar Pradesh give lists of aids to be used in the teaching of Social Studies at the primary and middle stages, but they are rather general in nature, such as wall-maps, globes, relief maps, charts. No class-wise or unit-wise lists are given in any syllabus.

In Mysore, films, filmstrips and other visual aids are suggested at the higher secondary stage also.

## **VI. Activities**

Except in the Punjab, activities are suggested in all States till the end of class VIII. In Andhra Pradesh, Himachal Pradesh, Mysore and Uttar Pradesh, the syllabuses for the primary stage are activity-centred and the activities suggested are generally the following.

- Preparation of maps, charts, sketches, models.
- Celebration of national festivals and the birthdays of eminent personalities
- Dramatization of historical events
- Organization of social and cultural activities.
- Visits and excursions.
- Observations and surveys
- Participation in community uplift programmes, such as cleanliness of the school surroundings.
- Collection of pictures and preparation of scrap books

## **VII. Co ordination with Other Subjects**

In the primary classes, the teaching of Social Studies is usually co-ordinated with Language, Elementary/General Science, and Health Education. Language books sometimes have lessons on movements of heavenly bodies, natural phenomena,

personal habits of cleanliness, control of diseases and such other topics

The Rajasthan Social Studies syllabus for the higher secondary classes includes some topics in General Science

### **VIII. Suggestions to Authors**

Suggestions to prospective authors of Social Studies textbooks find place in the syllabuses of four States .

Assam (only in brief for the History course alone)

Bihar (for the elementary stage only)

Himachal Pradesh and West Bengal (for primary and middle stages)

### **IX. Textbooks and Supplementary Reading Material**

A. The textbook is introduced in class III in Assam, Himachal Pradesh, Punjab and West Bengal , in Orissa in class IV and in Bihar in class I.

B Except Kerala and Madras, no State gives a list of books for supplementary reading, though Assam, Bihar and Himachal Pradesh suggest that supplementary reading should be done

Kerala lists 16 books at the end of the elementary stage and Madras 11 at the higher secondary stage.

C Only Assam, Kerala and Madras give lists of reference books for teachers Assam 35 books, Kerala 4 books at the end of class IV and 12 at the end of class VII, Madras 16 books for class IV, 6 for class VIII and 33 for the secondary stage as a whole.

### **X Periods and Time Devoted**

Only a few syllabuses give clear indication of the number of periods per week or the total time to be spent on the teaching of Social Studies. The general pattern of allotment is as

follows

- (i) in classes I and II, 2 to 3 periods out of a total of 35 or 40 periods per week, each period of 30 to 35 minutes' duration,
- (ii) in classes III to V, 3 to 5 periods out of a total of 35 or 40 periods per week, each of 35 minutes' duration,
- (iii) in classes VI to VIII, 5 to 6 periods out of 40 to 42 periods per week, each period of 35 minutes' duration; and
- (iv) at the higher secondary stage, 6 periods a week, except in Madras where 4 periods (2 for History and 2 for Geography) are allotted, and in Andhra Pradesh and Kerala, 5 periods

The other syllabuses give no information on this point.

## **XI. Examination**

In the annual school promotion examination in each class, Social Studies is given equal weightage with other subjects next to Language and Mathematics. In Himachal Pradesh, Punjab, Madhya Pradesh and for some schools in Uttar Pradesh, there is a public Departmental Examination at the end of class VIII.

At the higher secondary stage, the examination in Social Studies is of two types :

- (i) School examination at the end of class X in Delhi, Himachal Pradesh, Jammu & Kashmir, Punjab, Rajasthan and West Bengal

In Madhya Pradesh, though the examination is a local one, the marks secured by the candidate are sent over to the Higher Secondary School Board, they count for a pass, but not for purposes of division. The subject is given the same status as other subjects

- (ii) There is a public examination at the end of the higher secondary course (XI class) in Andhra Pradesh, Bihar and Orissa.



and Delhi, a pupil must pass in the examination in class X to be eligible for promotion at the end of the course in class XI. He should show the marks secured in the examination. These marks will not determine his division. In the examination, he has two chances to pass the examination, either in class X or in class XI.

In the examination, there is one paper in Social Science for Bengal, Rajasthan, Orissa, Maharashtra, Madhya Pradesh, Punjab, Bihar and Assam, while Andhra Pradesh and Kerala have two papers, each of 100 marks. There are also allotted in these two States for internal assessment based on school records.

In the examination, Social Studies is given equal weightage to other subjects, such as General Science and English.

### Social Studies Courses

The following table shows the scope of Social Studies in terms of components. The following subjects and areas are covered, and the number of their frequency.

	—	17 States
	—	17 „
	—	14 „
	—	6 „
	—	8 „
	—	17 „
Integration	—	17 „
	—	17 „
	—	10 „
	—	7 „
	—	16 „
	—	8 „
	—	8 „

6. Principles of Civics	—	10 States
7. Sociology	—	7 „
(i) Detailed	—	2 „
(ii) Casual	—	5 „
8. Current Affairs	—	7 „
(i) Detailed	—	1 „
(ii) Casual	—	6 „

### **XIII. The Total Scheme**

At the lower primary stage, *i.e.* in classes I and II, all States but two (Assam and West Bengal) follow an integrated pattern.

In the upper primary classes, *i.e.* in classes III, IV and V, as many as ten States follow an integrated pattern, with the exception of Gujarat and Maharashtra which take it to class IV only, and Madhya Pradesh and Madras which end this pattern in class III. Assam, Jammu & Kashmir and West Bengal introduce History, Geography and Civics as separate subjects. Some of these States however maintain that the teacher should try to correlate these subjects in actual teaching.

In short, in the lower primary classes, Social Studies is viewed as an integrated subject by most States. In these classes, emphasis is laid on inculcating social habits, personal cleanliness, co-operation, etc. In the upper primary classes also the integrated pattern of Social Studies is continued in most States. Only five States introduce formal teaching of History, Geography and Indian Administration at this stage.

At the middle stage, integrated Social Studies is taught in four States—Andhra Pradesh, Delhi, Kerala and Madras (VII and VIII only). All other States start teaching History, Geography and Civics as separate subjects. Assam continues some sort of integration up to class VII.

At the higher secondary stage, the position is again different. As many as twelve States adopt an integrated pattern. Andhra Pradesh, Gujarat, Maharashtra, Madras and Mysore do

ed course but teach instead History, is separate subjects.

reach towards correlation in the teach-  
ects is recommended. Even if they have  
al Studies, the syllabus for each subject  
tly.

### **ganisation**

uppose schools) and Kerala teach Social  
subject in all stages of the school

rn is where Social Studies is taught as  
at the primary and higher secondary  
middle stage, History, Geography and  
separate subjects. Five States, Bihar,  
issa, Punjab and Rajasthan, follow this

tern is one in which integrated Social  
I the stages except the higher secondary.  
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hmir offers another pattern. It intro-  
: an integrated subject in the lower primary  
ools free to teach History, Geography  
e subjects in the upper primary and  
treats it as an integrated subject in the  
ls.

Maharashtra follow yet another pattern.

Studies as an integrated subject in the  
primary stages, and follow independent  
ography and Civics, in the middle and  
;

pattern is entirely different. There is  
wer primary stage, *i.e.* I, II, and III,  
VII classes of the middle stage, and  
upper primary (IV and V) and higher  
I to XI). But it has been suggested

that though the syllabus is given separately for each of the subjects, the teacher would keep in mind the objectives of Social Studies while teaching

7 Assam and West Bengal follow a pattern opposite that of Andhra Pradesh. They teach History, Geography and Civics in the earlier stages but attempt an integration at the higher secondary stage

All the seven patterns can be seen at a glance in the table given below .

**Table showing the pattern of Social Studies in different States**

States	Classes										
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1 Andhra Pradesh	I	I	I	I	I	I	I	N	N	N	N
2 Assam	N	N	N	N	N	N	N	I	I	I	I
3 Bihar	I	I	I	N	N	N	N	I	I	I	I
4 Delhi	I	I	I	I	I	I	I	I	I	I	—
5 Gujarat	I	I	I	I	N	N	N	N	N	N	—
6 Himachal Pradesh	I	I	I	I	I	N	N	N	I	I	—
7 Jammu & Kashmir	N	N	N	N	N	N	N	N	I	I	—
8 Kerala	I	I	I	I	I	I	I	I	I	I	I
9 Madhya Pradesh	I	I	I	N	N	N	N	N	I	I	—
10 Madras	I	I	I	N	N	I	I	N	N	N	N
11 Maharashtra	I	I	I	I	N	N	N	N	I	I	I
12 Mysore	I	I	I	I	N	N	N	N	I	I	I
13 Orissa	I	I	I	I	I	N	N	N	I	I	I
14 Punjab	I	I	I	I	I	N	N	N	I	I	—
15 Rajasthan	I	I	I	I	I	N	N	N	I	I	—
16 Uttar Pradesh	I	I	I	I	I	N	N	N	—	—	—
17 West Bengal	N	N	N	N	N	N	N	N	I	I	—

N=Not Integrated

I=Integrated

### **XV. Articulation and Break-down of the Content**

The nature and extent of articulation of courses in Social Studies between the different stages of the school, in terms of knowledge to be imparted in each of the major disciplines, History, Geography, and Civics (including Administration), is given in some detail in the following pages.

## (1) HISTORY

## A. INDIAN HISTORY

- 1 In organizing the content for Indian History every State follows the concentric plan from stage to stage, but the arrangement differs from one State to another. Almost all States cover it in three cycles, exceptions being Assam, Himachal Pradesh, Madras, Orissa and West Bengal. In Assam, the first cycle is not complete till class VIII. In Himachal Pradesh, Indian History is covered in every class either up to the Modern or the Mediaeval period. In Orissa, there are two complete cycles, one each at the primary and the higher secondary stage, while in the middle stage only the Ancient and Mediaeval periods are taught. In West Bengal and Madras, Indian History is covered in two cycles, one at the primary and the other at the higher secondary, World History being taught in both States at the middle stage.
- 2 The History courses generally include social, cultural and economic development of periods they deal with. But Bihar devotes exclusively one full year, class X, to the study of social and economic life in India in the different periods. In Rajasthan, selected broad topics in social and cultural history are taught in classes IX and X.
3. Every State attempts an acquaintance in the primary stage with Indian History through stories and biographies. Eleven States confine themselves to biographies and stories only. The others have both biographies and topics. Most States start teaching History in a formal way as early as in class III, Uttar Pradesh, Punjab, and Himachal Pradesh introduce the subject in class II, Andhra Pradesh, Jammu & Kashmir, Madhya Pradesh, Rajasthan, West Bengal, Bihar,

Gujarat, Maharashtra in class III, Assam, Kerala and Mysore in class IV, and Orissa in class V

- 4 The duration of teaching the subject at school varies from three years to ten

Madras and West Bengal	—	3 years
Kerala and Orissa	—	5 years
Mysore	—	6 years
Bihar and Rajasthan	—	7 years
Assam, Andhra Pradesh, Jammu & Kashmir, Madhya Pradesh and Uttar Pradesh	{ —	8 years
Gujarat, Himachal Pradesh	—	9 years
Maharashtra and Delhi	—	9 years
Punjab	—	10 years

- 5 Most States continue the teaching of Indian History till class X or XI. West Bengal stops teaching it at class V; Himachal Pradesh, Jammu and Kashmir, Kerala, Madras, Madhya Pradesh, Punjab and Rajasthan at class X, and Andhra Pradesh, Bihar, Gujarat, Maharashtra, Mysore and Orissa at class XI.

## B LOCAL AND STATE HISTORY

1. The syllabuses show great variation in the inclusion of Local and State history as well. Uttar Pradesh does not mention it at all. Most States, however, teach it at one stage or the other. Assam teaches it for five years, Rajasthan, Bihar and Jammu & Kashmir for three. Bihar reserves class IX for it, as does Mysore also, where only South Indian History is taught in class X.
2. Local, District and sometimes Regional History is usually taught in the primary classes, Bihar and Mysore being exceptions. Assam, Andhra Pradesh and Jammu & Kashmir introduce it in class II; Madras and Mysore in class IV; Madhya Pradesh in class IV; and the rest in class III.

3. *Principal Topics.* The principal topics in Local and Regional History included in the syllabuses are historical monuments and places of historical importance. Other sample topics are :

Historical development and formation of Andhra Pradesh (classes V and VI)

Growth of democracy from the early 19th century to the accession of Jammu & Kashmir to the Indian Union (class V)

History of the Adivasis of Madhya Pradesh (class IV). Chief landmarks in the history of each district in Madras (class IV)

Early Rajput Kings, art, architecture and painting in Rajasthan (class VII)

Outline History of Orissa and Assam (classes V and VI), History of the foundation of Calcutta (class III) Bengal in the Middle Ages (class VII) and the Early History of Bengal (class IX)

## C. BIOGRAPHIES

1. Most States limit the teaching of History through biographies to the primary stage, *i.e.* from classes I to V, but Delhi and Himachal Pradesh teach it in even class VIII and West Bengal in class VI.
2. There is a wide variety in the number of biographies suggested in the different syllabuses. In Delhi, the number is as high as 67, while in Madras it is only 6.
3. The total number of national figures mentioned is 113, while the number of persons from outside India is 25. Among the latter, three names, Christ, Mohammad and Zoroaster, are most common.
4. Biographies of Indian religious leaders appear in all States at one stage or the other, the most common among them being Mahavira, Buddha, Nanak, and Kabir.

5. The total number of biographies of national political leaders (including rulers, national heroes and heroines) is 45 and that of social and cultural leaders, 53. The emphasis is more on the biographies of political leaders. Except Delhi, no State includes the biographies of engineers, scientists, etc
6. The first twenty biographies of India, most commonly found and chronologically arranged, are as under :

<i>Names</i>	<i>No. of States in which included</i>
Mahavira	13
Gautama Buddha	12
Asoka	13
Harsha	10
Guru Nanak	5
Kabir	9
Akbar	10
Rana Pratap	9
Shahjahan	8
Shivaji	12
Ranjeet Singh	5
Rani Lakshmi Bai	11
Ahalyabai	6
Raja Rammohan Rai	7
Swami Dayanand	6
Ramakrishna Paramahansa	5
Tilak	5
Rabindranath Tagore	5
Mahatma Gandhi	14
Jawaharlal Nehru	7

The three most common biographies of personages outside India are :

Zoroaster	6
Christ	9
Mohammad	7



7. *Local Biographies* (In this survey, national figures, e.g. Mahatma Gandhi, Rana Pratap and Shivaji, have not been counted as local heroes). The syllabuses of nine States specifically include biographies of personages of local and regional importance. Further details are given in the following table :

State	No. of Local Biographies	Class/Classes in which taught
Assam	Some	II, III & IV
Bihar	4	III
Jammu & Kashmir	{ 5 great men of locality	II
	{ 5 heroes and 3 martyrs	III
	{ 7 literary persons	V
Maharashtra	7	IV & V
Madras	3	III
Mysore	20 (of the region)	III & IV
Orissa	5	IV, V & VII
Rajasthan	4	IV
West Bengal	5	III & IV

#### D. BALANCE IN THE SYLLABUSES IN THE TREATMENT OF TOPICS FROM THE HISTORY OF NORTH AND SOUTH INDIA

This particular analysis is intended to bring out how the history of North India figures in the syllabuses of the States in the South and *vice versa*. The following points were noticed.

1. The syllabuses in use in the States in South India—Andhra Pradesh, Kerala, Madras and Mysore—treat the history of North India in sufficient detail.
2. Most States in North India—Assam, Bihar, Delhi, Himachal Pradesh, Madhya Pradesh, Punjab, Rajasthan and Orissa—include some topics, not many, from South Indian History.
3. The higher secondary syllabus in use in West Bengal has a separate heading “South Indian History”, dealing

with the Early Kingdoms and Settlements, Art and Culture under the Pallavas, Chalukyas and Cholas, trade and economic conditions and activities, Hindu Revival in the South. The treatment is thus fairly exhaustive

- 4 The Uttar Pradesh syllabus for class VI includes a separate heading on South India and the details show some depth in treatment

## E WORLD HISTORY

- 1 Topics from World History find mention in most syllabuses at some stage or the other, the exceptions being those in Andhra Pradesh, Rajasthan and Uttar Pradesh
2. Assam, Himachal Pradesh, Madras, Mysore and West Bengal cover a course in World History fairly systematically and exhaustively. Madras in particular gives greater weightage to World History than to Indian History.
- 3 Other States cover selected topics more or less casually.
4. Some other details regarding the teaching of World History are given in the table below

State	Class in which introduced	Highest class in which taught	Number of school years and class in which topics from World History are taught
(1)	(2)	(3)	(4)
Assam	VII	XI	Five, VII VIII IX X & XI
Bihar	V	XI	Three V X & XI
Delhi	V	XI	Four V IX X & XI
Gujarat	VIII	XI	Four VIII IX X & XI
Himachal Pradesh	IV	XI	Six, IV VI VII VIII X & XI

(1)	(2)	(3)	(4)
Jammu & Kashmir	III	XI	Five III VIII IX X & XI
Kerala	V	X	Two V & X
Madhya Pradesh	IX	X	Two IX & X
Madras	VI	X	Four VI VII X & XI
Maharashtra	VIII	XI	Four VIII IX X & XI
Mysore	IX	XI	Two IX & X
Orissa	VIII	XI	Two VIII & XI
Punjab	IX	X	Two IX & X
West Bengal	VI	VIII	Three VI VII & VIII

The table shows that topics from World History begin as early as in class IV (Himachal Pradesh) and as late as class IX (Madhya Pradesh, Mysore and Punjab). They end in class VIII (West Bengal) but in class X or XI in other States. The total number of school years in which topics from World History range from two (in five States) to six (in Himachal Pradesh).

5. Topics included from World History do not follow either the chronological or the concentric plan. Most States repeat topics in two cycles, Madras doing so in three.
6. The highest range is 48 topics from World History, Madras has the highest number and Bihar the smallest.
7. *Common Topics* Topics most commonly included from World History are

Primitive Man  
 Ancient Civilizations of the World  
 Feudalism  
 The Renaissance

The Reformation  
 The Industrial Revolution  
 The War of American Independence  
 The French Revolution  
 World Wars, I and II

## (ii) CIVICS AND INDIAN ADMINISTRATION

1. Though the position of Civics in the syllabus differs from State to State, informal teaching of the subject, *e.g.* inculcation of social habits and social behaviour, starts in every State in class I. Most States continue this informal teaching for two or three years, but Delhi carries it on for six.
2. When formal teaching of Civics is done, a point worth noting is that it is confined mostly to Indian Administration. A systematic study of Civics is hardly attempted in the Social Studies syllabus. Only ten States include some selected topics from the Principles of Civics in their syllabuses.
3. Some other details in respect of formal teaching of Civics (Indian Administration) as part of the Social Studies syllabus, are given in the following table :

State	Class in which introduced	Highest class in which it continues to be taught	Number of school years in which it forms part of the syllabus
(1)	(2)	(3)	(4)
Andhra Pradesh	III	X	Seven (except in class VI)
Assam	VII	XI	Five
Bihar	III	XI	Nine
Delhi	VI	XI	Five (except in class VII)

(1)	(2)	(3)	(4)
Gujarat	III	XI	Six (except in classes V, VI & VII)
Himachal Pradesh	IV	X	Seven
Jammu & Kashmir	III	X	Eight
Kerala	II	X	Six
Madhya Pradesh	III	X	Eight
Madras	III	VII	Four
Maharashtra	III	XI	Six
Mysore	IV	X	Six
Orissa	IV	XI	Five
Punjab	III	X	Eight
Rajasthan	II	X	Eight (except in classes III & IV)
Uttar Pradesh	IV	VIII	Five
West Bengal	IV	XI	Three (except in classes VI, VII, VIII & IX)

4. *Local Administration.* The following table shows some details about Local Administration as a topic in the Civics part of the Social Studies syllabus

States	Class in which introduced	Highest class in which it is taught	Duration in school years
(1)	(2)	(3)	(4)
Andhra Pradesh	III	VII	Four
Assam	X	X	One
Bihar	IV	VI	Two
Delhi	IX	X	Two
Gujarat	III	IV	Two

(1)	(2)	(3)	(4)
Himachal Pradesh	III	IV	Five
Jammu & Kashmir	III	X	Six
Kerala	II	X	Three
Madhya Pradesh	III	X	Six
Madras	III	IV	Two
Maharashtra	III	IV	Two
Mysore	III	IX	Three
Orissa	IV	VI	Three
Punjab	III	X	Seven
Rajasthan	II	VII	Three
Uttar Pradesh	IV	VI	Three
West Bengal	IV	X	Three

5. The most common topics in the syllabuses are .

The State Government - Organization

The Executive - Governor, Cabinet

The Legislature

The Judiciary

Other less frequent topics are

Law and Order

Education, Health, Public Works

Voting and Elections

Growth of Democracy

6 *Central Government.* The following table gives some details about Central Government as a topic in the Civics part of the Social Studies syllabus

State	Class in which introduced	Highest class in which taught	Duration in school years
(1)	(2)	(3)	(4)
Andhra Pradesh	IV	XI	Five
Assam	IX	XI	Three
Bihar	VII	XI	Two

(1)	(2)	(3)	(4)
Delhi	VI	X	Three
Gujarat	VIII	XI	Four
Himachal Pradesh	V	X	Four
Jammu & Kashmir	VIII	X	Three
Kerala	IV	X	Two
Madhya Pradesh	VIII	X	Three
Madras	V	VII	Two
Maharashtra	VIII	XI	Four
Mysore	VI	X	Three
Orissa	V	VIII	Two
Punjab	IV	X	Five
Rajasthan	V	X	Four
Uttar Pradesh	VII	VIII	Two
West Bengal	X	X	One

The most common topics in the syllabuses are :

Central Government : Executive, Legislature, Judiciary

Constitution Salient Features

Fundamental Rights

Administrative Departments

Other less frequent topics are -

Socialistic pattern of society Welfare State

Democracy in India

Relation between the Union and the States

Sources of Revenue

General Elections : Franchise

Directive Principles

Political Division of India

How laws are made

Rights and Duties of a Citizen

Reorganisation of States.

## (iii) GEOGRAPHY

The Geography part of the Social Studies syllabus usually follows some sort of a concentric approach. At the primary stage, it prescribes the geography of the locality and the State and an elementary study of the geography of India. At the middle stage, the geography of the world is completed. Some States also repeat the Geography of the State in greater detail.

The Geography part of this syllabus shows a much greater variation at the higher secondary stage. Some States teach the Geography of India and also of the world in greater detail. The Rajasthan syllabus does not have any Geography in it and Bihar practically omits it. The Delhi and West Bengal syllabuses want pupils to study the Geography of the World through life of the communities in different parts of the world, though strictly speaking, there is no regional study.

Some details regarding different aspects of Geography as found in the syllabuses are given below.

**1. Geography of the Locality and the State**

The usual practice in the States is to teach it at the primary level and to end it there. The following States, however, continue it beyond the primary stage.

Andhra Pradesh, Gujarat and Maharashtra	— also in class VII
Bihar	— in all classes from III to VI and again in class IX
Jammu & Kashmir	— in all classes from II to XI
Myore	— also in class X
Madhya Pradesh	— in all classes from I to V and again in classes IX and X



## 2. Geography of India

State	Earliest class in which taught	Highest class in which taught	Classes in which taught	Total number of years
Andhra Pradesh	III	X	III, IV, VI, IX, X	5
Assam	III	VI	III, V, VI, VII	4
Bihar	V	VII	V, VI, VII	3
Delhi	III	VIII	III, VI, & VIII	3
Gujarat	V	XI	All classes from V to XI	7
Himachal Pradesh	V	X	V, IX, X	3
Jammu & Kashmir	IV	X	All classes from IV to X	7
Kerala	IV	X	IV, IX, X	3
Madhya Pradesh	VI	VIII	VI, VIII	2
Madras	V	IX	V, VII, VIII, IX	4
Maharashtra	V	XI	All classes from V to XI	7
Mysoie	V	VIII	V, VI, VIII	3
Orissa	V	IX	V, VI, IX	3
Punjab	IV	X	IV, VIII, IX, X	4
Rajasthan	V	X	V, VIII, X (Under Economics)	3
Uttar Pradesh	VI	VI	VI	1
West Bengal	IV	V	IV, V	2

We thus find that there is hardly any agreement on the teaching of the Geography of India

In three States it is started as early as class III, in four States in class IV, in eight in class V and in two as late as class VI, *i.e.* nowhere in the primary stage.

Again eight States teach it in all the three stages of the school and two States do not teach it at all after the primary/elementary stage

## 3. Geography of the World (Including Regional and Economic Geography and Physical Geography)

Name of State	Earliest years	Last year	Classes in which the World Geography is covered	No of years
(1)	(2)	(3)	(4)	(5)
Andhra Pradesh	III	XI	III IV V VI VIII IX X XI	8
Assam	III	XI	III VI VII VIII IX X XI	7
Bihar	III	VII	III IV V VI VII	5

(1)	(2)	(3)	(4)	(5)
Delhi	IV	VIII	IV V VI VII VIII	4
Gujarat	V	XI	V VI VII VIII IX X XI	5
Himachal Pradesh	V	X	V VI VII VIII IX X	6
Jammu & Kashmir	III	IX	III V VI VII VIII IX	
Kerala	V	IX	V VI VII IX	4
Madhya Pradesh	VI	X	VI VII VIII IX X	
Madras	IV	XI	IV V VI VII VIII IX X XI	
Maharashtra	V	XI	V VI VII VIII IX X XI	5
Mysore	IV	X	IV V VI VII IX X	4
Orissa	VI	XI	VI VII VIII IX	5
Punjab	IV	X	IV V VI VII VIII IX X	5
Rajasthan	I	VIII	I II V VI VII VIII	8
Uttar Pradesh	VII	VIII	VII VIII	5
West Bengal	III	IX	III V VI VII VIII IX	6

The total range of topics in this course are

#### A. REGIONAL GEOGRAPHY

##### 1. Neighbouring Countries of India :

Pakistan, Ceylon, Burma, Nepal, Indonesia, Afghanistan, Malaya.

##### 2. The Continents : their physical features, climate, natural vegetation, means of communication, industries, agriculture, trade, population, industrial centres, etc.

##### 3. Some Important Countries of the World

##### 4. Commonwealth Countries

##### 5. Some Typical Communities of the World .

A Malayan Community

A Mining Community in West Australia

Collective Farms in Israel

Cattle and Wheat Farms in Argentina

A Dutch Community near Zunder Zee

An Industrial Community in Rhineland

A Community on the Banks of River St. Lawrence

A North Siberian Community.

##### 6. Natural Regions of the World

Monsoon Lands

The Equatorial Region  
 The Mediterranean Region  
 Desert Lands  
 Tropical Regions or Grassland  
 Temperate Regions  
 Polar Regions

### B. HUMAN AND ECONOMIC GEOGRAPHY

Life of people engaged in agriculture industries and mining in chief agricultural and industrial regions. Animal and forest produce. Distribution of wheat, rice, sugar, tea, cotton, wool, meat, coal, iron, oil. Electricity and Water Power. Dairy Farming and Fishing. Transport and Communications. Trade and Industries. International Routes. Races and Occupations.

### C. PHYSICAL GEOGRAPHY

The Globe. Latitude and Longitude. The Equator. Tropics. Local and Standard Time. Rotation and Revolution. Day and Night. Seasons. The Sun. The Solar System. Eclipses : Solar and Lunar. The Earth. Shape, Size, Oceans and Continents. Rocks, Mountains, Agents and Cycles of Earth Sculpture.

### (rr) TOPICS ON NATIONAL RECONSTRUCTION

The syllabuses of three States do not have these as distinct topics in them. These States are Gujarat, Maharashtra and Uttar Pradesh. Seven States, Assam, Himachal Pradesh, Jammu & Kashmir, Kerala, Madhya Pradesh, Madras and Punjab deal with them in some detail.

Madras, Bihar and Rajasthan introduce some topics in the primary classes ; Andhra Pradesh, Delhi, Himachal Pradesh, Jammu & Kashmir, Kerala, Mysore and Punjab in the middle classes ; and Assam, Madhya Pradesh, Orissa and West Bengal in the secondary classes.

## COMMON TOPICS TAUGHT

The primary school syllabuses generally restrict themselves to National Reconstruction in the locality or the district and that too, simply and generally. In Rajasthan, an elementary idea of the Plans is also attempted.

In the middle classes, some more details are introduced. The developmental activities in the country in respect of Agriculture, River-valley Projects and Industries are taught.

In the higher secondary classes, the total coverage of such topics is given below

1. Agriculture, Soil and Water  
     Self-sufficiency in Food  
     Multipurpose Projects and Irrigation  
     Lands Reclamation  
     Consolidation of holdings, 'Bhoodan'  
     Soil Erosion  
     Co-operative Farming  
     Farmers' Co-operatives  
     Improved Agriculture
2. Industries : Heavy Industries, Small-Scale and Cottage Industries
3. Power and Mineral Resources.
4. Forest Resources.
5. Plans : Need for Planning, Aims and Targets, and Achievement of First and Second Plans. The Third Plan. Planned Development through Public and Private Sectors.
6. Social and Cultural Development. Human Resources. Health and Hygiene. Medical Facilities. Community Development. National Economy. Poverty. Unemployment. The Co-operative Movement. Education.
7. Others : National Integration. Removal of Inequalities. The Welfare State. Transport and Communications. Trade and Commerce. Housing. Recreational Facilities.

## (i) TRAINING IN CITIZENSHIP AND SOCIAL LIVING

Social Living and Citizenship Training forms a distinct part of the syllabus in the following States:

Assam, as part of Moral Instruction,  
 Maharashtra, as part of General Knowledge,  
 Madras, under the name of Citizenship Training,  
 Orissa, as part of General Knowledge,  
 Rajasthan, under the name of Social Life, and  
 West Bengal, as Training in Citizenship and Social Living.

This Training in Citizenship and Social Living is generally included in the syllabus for primary and middle classes and sought to be imparted through activities both in and out of school.

The important topics included in the syllabuses are

### I. Health Habits

1. Personal cleanliness: hands, feet, nails, teeth, eyes, nose, ear: Dress in perfection.
2. Cleanliness of clothes, food and drinking water.
3. Spitting and blowing the nose: where, how.
4. Cleanliness in eating habits: washing hands, mouth and teeth; the eating place; utensils.
5. Use of cleaning agents: earth, ashes, soap.
6. Cleanliness of the environment: home, school and locality; roads, *gullies*, tanks, wells.
7. Community cleanliness programmes: weekly or monthly participation.

### II. Common Diseases

Prevention and Cure.

### III. Training in Social Behaviour

Learning to respect elders.

Properly greeting other people and visitors.

Proper behaviour in the presence of older people and in meetings

Observance of etiquette in eating and in co-operative work

Fairness on the playground

Co-operation team-spirit

Helping and participating in work at home and in school

Helping the needy, the disabled and the poor.

#### **IV Accepting and Sharing Responsibility**

In cleanliness programmes

In organising cultural and other functions in school.

#### **V. Training in Good Citizenship**

Obedience to school laws

Obedience to parents and elders

Observance of rules, e.g., of the road, to prevent accident or inconvenience to others.

#### **VI Social Living in School**

- 1 Daily common prayers and singing the National Anthem.
2. Decorating the classroom and the schools.
3. Organising visits to places of interest in the locality.
- 4 Participation in Boy Scouting and Red Cross activities.
- 5 Organising and participating in school activities, like the *Bal Sabha*, School Parliament and special functions.
- 6 Maintaining the School Co-operative Stores.
- 7 Celebrating National Days and Religious Days of importance
- 8 Organising pupil self-governing institutions in school, including learning to vote, to conduct meetings, to draw up rules of procedure, to prepare agenda and to write minutes and reports.
- 9 Constituting a School Court to try and punish small offences.

## VII. Studying the Locality

1. Geographical peculiarities
2. Historical and cultural aspects
3. Socio-economic conditions, professions, trade, commerce and agriculture

## VIII. Practice of Citizenship Traits through

orderliness,  
correct posture of posture,  
smart and respectful manner of greeting,  
courtesy, honour and good manners,  
proper obedience,  
honesty, truthfulness, promptness and punctuality, and  
development of patriotic feelings.





# APPENDICES

DETAILED ANALYSIS OF THE SYLLABUS IN EACH STATE



## **1. ANDHRA PRADESH**

### **I. Stages for which the Syllabuses are meant**

A. Elementary (classes I to VII) (1960)

B. Higher Secondary (classes VIII to XI) (1956)

The new syllabus for the seven-year elementary stage is so designed as to cover the old syllabus which was meant for eight years. The four-year secondary course remains more or less the same, the classes being of course named differently.

### **II. Year of Public Examination**

At the end of class XI

### **III. Status of the Subject**

Elementary

(i) Compulsory

(ii) Classes I to VII : 4 periods out of 35 in a week.

(iii) Classes I to VII : 1 paper out of 8.

Higher Secondary (i) There is no subject as Social Studies. History, Geography and Civics are put together under one head. This paper is compulsory.

(ii) 5 periods out of 39 in a week.

#### IV Total Scheme

*Classes I and II.* Social Studies is on integrated lines and the emphasis is on training for civic life and social responsibilities, and observation of local social life and social organizations. Informal teaching of the subject, e.g. stories of the past and social activities.

*Classes III to VII.* Gradual introduction of formal instruction in History, Geography, Civics and Community Life. These subjects are not taught as separate subjects but an attempt is made to correlate them with life. Activities pertaining to the subject are mentioned.

*Classes VIII to XI.* History, Civics and Geography are treated as separate subjects. The stress is on the factual and intensive study of the subjects. History and Geography are given more weightage than Civics.

#### V. Articulation

The syllabus for the elementary course follows a concentric approach and is well articulated. In the lower classes of this stage, there is informal teaching of the subject matter. However, in the higher classes of the stage, formal instruction starts. There is a logical arrangement of topics too. An attempt is made to provide glimpses from Indian History providing a basis for later studies. In the higher secondary classes the approach is chronological. Similarly, Geography and Civics are fairly articulated, with the study gaining in depth and important concepts being gradually introduced.

#### VI. Suggestions for

- (i) *Methods of Teaching.* Brief instructions against each unit for the elementary classes only.
- (ii) *List of Aids and Equipment.* Brief list only for the elementary classes.
- (iii) *Use of Aids.* Not given.

(b) *Activities* Indicated for the elementary classes for each unit e.g. dramatization, visits and excursions, observation, social behaviour, celebration of festivals and days, preparing charts, [maps, scrap books, collecting pictures, etc.

(c) *Textbook Authors.* Not given.

## VII. Break-down of Themes according to Disciplines

### *History*

- Class I. The story of primitive man ; Stone Age : houses, clothing, food and implements.
- II. Stories from Epics, Indian History and Local History
- III. Panoramic view of Indian History : Ramayana and Mahabharata, Asoka, Harsha, biographies of important personalities.
- IV. The glorious heritage of India : famous places with their glorious past Glimpses from Indian History. Ancient Indian History : Asoka, Pallavas, etc Biographies of Indian National Leaders. Local History.
- V. History of India in broad outline : Aryans, Buddha, Alexander, Mughals, Rajputs, Marathas, Indian Independence.
- VI. A bird's eye view of the country's past. Foreign visitors to India. Ancient India. Civilization, Reformers of India and the world. The future of civilization.
- VII. Biographies of some religious personalities ; Buddha, Narayana, Alvars and Acharyas. Ramananda, Kabir, Nanak and Akbar, Ramakrishna, and Vivekananda, Thayumanavar, Ramalinga, Vamana and Sri Narayana Guru. Modern Period of Indian History ; Rise of the Sikhs and the Marathas.

National Movement for Indian Independence,  
Cultural heritage : Mohenjo-daro and Harappa.

- VIII. Ancient Period. (up to the coming of the Arabs)  
Pre-historic growth of civilization. Magadha to  
Alexander's invasion. Different dynasties like  
Sakas, Pallavas, Sungas, Guptas, Husha. Culture  
and Civilization of Ancient India.
- IX, Medieval India (1206- 1764 A.D.) : Delhi Sultanat  
Khiljis. Tughlaqs. Rise of Mughal Empire.  
Its downfall. Cultural development under Mughals.
- X. Modern Period : Beginning of British Rule--ex-  
pansion. The Punjab and Afghanistan under the  
Crown. Cultural Development under the British.  
Constitutional Development.

### *Civics*

Classes I and II. Training for Social Behaviour, Good Habits,  
Social Training.

- III. Training for Civic life. Administration of  
Village Panchayats. Municipal rights and  
duties. Village, Taluk and District. Village  
and Town.
- IV. The Administration of District and State.  
Government of Andhra Pradesh.
- V. Community Panchayats. Municipality. Indian  
Constitution and its chief characteristics.
- VI. How we are governed. Local Government :  
District Boards, Panchayats. State Govern-  
ment, Union Government. International Rela-  
tions : League of Nations, U.N.O. Political  
Parties : Fascism, Communism. Socialism.  
Election and Adult Franchise. World Citizen-  
ship. Panchshila. Industry and Imperialism.

IX to XI. India—Political Structure Indian Constitution. Administration of Union Government and State Government State Government at Hyderabad. Political Parties.

### *Geography*

Class I. Observation of Local life.

II. Places of pilgrimage and interest.

III. Local and District Geography. Map of India and the Globe. Physical Geography—longitude and latitude. The life of the people engaged in various professions : agriculture, industry, cement factories, mines.

IV. Physical Geography : Map and Globe. Contours, Latitude, Equator, Tropics. India : food, mineral wealth, industries, population.

V. Means of Communication. Neighbouring countries of India—Pakistan.

VI. Physical Geography. Natural Regions of the World. Indian Geography. Chief Agricultural and Industrial Regions of the World. Stories of Explorers.

VII. Local Geography. Andhra Pradesh. India on Globe : Size, Exports and Imports, Trade routes, Population, Industries as compared to other countries.

VIII. Europe : Regional Geography ; Great Britain. Physical Geography. North America.

IX to XI. Physical Geography. Regional Geography: Hot lands, Warm and Cold lands. Economic Geography : Animal and forest production. Human Geography : Political divisions, races, population and occupation.

- IX. Asia and India in detail with special reference to Geography of Andhra Pradesh. Australia, Europe.
- X. The British Isles, North America, South America and Africa.
- XI. Revision of whole syllabus with emphasis on Economic Geography.

### *Community Life*

- Classes I and II Observation of local social life. Daily needs and occupations of the people in villages. Stories of children of various regions of the world. Social training. Habits Social organizations like Post Office, Markets, Hospitals, etc.
- III. Occupations in Village. Town and Village Community. Social Services : Hospital, Post Office, Child Welfare Centre, Street lighting. Centres of Education. Good manners, amusement and entertainments.
- IV. Rules of the Road ; Queue System ; Adult and Social Education ; Current events.
- V. Social Institutions. Our daily needs. Food. Clothing. Shelter. Current events.
- VI. Inter-dependence of People and Nations. Inventions, and how do they affect economic set up. Man's reaction to natural surroundings Kindness to animals. Protection of Nature
- IX to XI. Man's place in society : family, neighbourhood, village community, life in town. Social Welfare : sanitation, hygiene, cleanliness, drainage, etc. Social and Humanitarian work

### *Economics*

- V. Transport & Trade. Inventions and their uses in industry and agriculture.



VI. Invention of Tools. Division of Labour. Large-scale Production. Virtues of thrift and saving.

VII. Population : Pressure on land. Important river-valley projects. Decentralized Economy and Social Order. Thrift and National Saving Schemes.

IX to XI. Economic Welfare. Roads and Railways. Industry. Agriculture and Irrigation. Co-operation. Population and languages.

### **VIII. Points in Common with other Subjects**

Social Life : Home, family neighbourhood—stories of great persons.

Health Habits : Cleanliness, Social behaviour.

IX. Textbooks. No information.

X. Supplementary Books. No information

XI. Books for Teachers. Not given. (Some hints about the nature and the aims of the subject are given.)

### **XII. Specific Points to note :**

(i) In classes II to VIII, Social Studies is a compulsory subject. At the higher secondary stage History, Geography and Civics are included under one compulsory subject.

(ii) The syllabus provides for some sort of fusion in the elementary stage but at the higher secondary stage the subjects are separately studied.

(iii) A long list of objectives is given side by side with the units. Activities are also suggested.

(iv) A general introduction to the Social Studies syllabus contains some basic assumptions. Besides, general objectives are also given.

## 2. ASSAM

### I. Stages for which the Syllabuses are meant

- A. Primary (classes I to III) (1962)
- B. Middle (classes IV to VIII) (1962)
- C. Higher Secondary (classes VIII to XI).

Class VIII is included in both the middle and the higher secondary schools. The syllabus for the class is different for both types of schools.

### II. Year of Public Examination

At the end of class XI.

### III. Status of the Subject

- |         |   |
|---------|---|
| Primary | (i) Compulsory  |
|         | (ii) Class I—2 periods out of 30 in a week.           |
|         | (iii) Classes II & III—3 periods out of 34 in a week. |
|         | (iv) Each period is of 35 minutes.                    |
| Middle  | (i) Compulsory  |
|         | (ii) 3 periods out of 42 in a week.                   |
|         | (iii) Each period is of 40 minutes.                   |

Higher Secondary (i) Compulsory

(ii) 4 periods in a week

(iii) Marks

Written Paper	100
Practical Work	25
Assessment on the basis of work	25
Total	150

#### IV. Total Scheme

*Primary.* Social Studies is compulsory and the syllabus is separately given for Geography and History with emphasis on practical and observational work. History is introduced through stories.

*Middle.* History and Geography are compulsory. The syllabus is given separately for the two subjects.

*Higher Secondary.* The syllabus is integrated and the content is given in units, e.g. Basic Needs of Man, Living in the Local Community, Living in Pre-Historic and Ancient Communities of the World, Problems of Living in the Modern World, Living as Citizens of Free India, Task of National Reconstruction, etc.

#### V. Articulation

The syllabus follows a concentric approach and is articulated so far as History and Geography are concerned. In the middle stage, the approach to History topics is chronological and political, whereas in the higher secondary stage it is more social and cultural. History of India and History of Assam from the earliest times to the present day are covered in each class from V to VIII with more and more details. In class VIII, movements from World History are also taught.

The Geography course includes the local Geography of the district ; of India ; of the neighbouring countries ; and general outline of World Geography. Map-drawing and Map-reading form part of the syllabus.

## VI. Suggestions for

- (i) *Methods of Teaching* : A few lines only for primary and middle classes.
- (ii) *List of Aids and Equipment*. Not given.
- (iii) *Use of Aids*. Not given.
- (iv) *Activities* : Given in brief for all stages, e.g. preparation of maps, charts, sketches and models, dramatization, visits and excursions.
- (v) *Textbook Authors*. Very brief instructions for writing textbooks on History for primary classes only.

## VII. Break-down of Themes according to Disciplines

### *History*

Classes II and III. History of the Hill people of Assam in stories.

IV. History of Assam and India (in stories).

V and VI. An outline History of India from the earliest times to the present day. An outline History of Assam from the earliest times to the present day.

VII and VIII. A Short History of India. Movements from World History.

IX. Living in Pre-historic and Ancient Communities.

River Valley Civilizations.

Our debt to Greek and Roman Civilizations.

History of British India up to 1858

X. History of India from the Aryans to the Guptas.

Rise of Democracy in Great Britain.

French Revolution.

Industrial Revolution.

India under the Crown and Growth of National Consciousness.

The two World Wars and need for peace.

League of Nations.

XI. Indian life and art under the Sultanates and other Musal rulers. Russian and Chinese Revolutions. Influence of the West on India's civilization.

Events leading to the partition of the country.

U.N.O. and its agencies.

India's contribution to world peace.

### *geography*

Class II. Elementary knowledge of geographical terms.

III. Simple Geography of Assam.

Geography of India and Pakistan in outline.

First principles of World Geography : oceans, continents.

IV. Geography of the district.

Detailed Geography of Assam.

V. Geography of India and Pakistan.

VI. Broad Principles of Physical Geography.

Geography of India in greater detail.

VII. Physical Geography.

Geography of the neighbouring countries.

VIII. General knowledge of World Geography with special reference to the Commonwealth of Nations and the important countries of the world, such as the U.S.A., the U.S.S.R., France and China.

VIII. (As a part of H.S. Schools) Geography of the locality. Geography of the region with special reference to Assam.

IX. Communities of the world today, e.g. Malayan Community, Mining Community in West Australia, A North Chinese Community.

Geographical discoveries.

Living in the World Community.

X. Communities of the world today e.g. Collective farm in Israel, Cattle and Wheat.

Farm in Argentina.

Living in the world community.

XI. Living in the local community.

Communities of the world today, e.g., Industrial Community in Rhineland, a Dutch Community near Zuidar; and living in the world community.

*Civics* is taught as a separate subject under the name of 'Moral Instruction' apart from Social Studies.

Classes I to VI. Duties to oneself, fellow-beings, home, (through didactic stories, poems, etc.) animals, people and the country.

VII & VIII. Development of the civics and aesthetic sense. Duties and responsibilities of citizens.

- VIII. (As a part of the H. S. Schools). Home and family. Different agencies that help us in our daily life.
- IX. Living as a citizen of Free India.  
Citizenship. Local Self-Government
- X. Living as citizens of Free India.  
Obligations of parents and children.  
Local Government. League of Nations.
- XI. Indian Constitution ; Fundamental Rights ;  
Administrative Units. Role of Judiciary.  
Concept of the Welfare State. U.N.O. and its agencies.  
Contribution of India to world peace.

### *Economics*

- Class IX. Problems of agriculture and irrigation.  
Multipurpose projects, Population and food problems.
- X. Advantages of Mechanized Agriculture.  
Consolidation. Co-operative Movements.  
Industrial Development.
- XI. Five Year Plans. Labour Problems and Trade Unions. National Saving Schemes.

### **VIII. Points in Common with other Subjects**

General Science : (i) Health and cleanliness.

(ii) Physical Geography (Earth, Sun, Rocks, etc.)

Languages : Lessons on topics connected with Social Studies.

### **IX. Textbooks**

To begin in Class III. In the middle stage, suitable small books are expected to be read as help books.

Textbooks are not listed in the syllabus for any stage.

## **X. Supplementary Books**

No supplementary books are listed, though schools are supposed to use them particularly at the primary and middle stages.

## **XI. Books for Teachers**

- (i) A list of 35 books, which will be helpful for the study of the subject, is given.
- (ii) Piers Plowman Histories (Phillips & Sons, Liverpool) are recommended as models for classes II and III.

## **XII. Specific points to note**

- (i) Social Studies is taught in an integrated form in the first three classes and from class IV to VIII, the syllabus is Geography and History as clear-cut subjects. It follows an integrated approach at the higher secondary stage again.
- (ii) Class VIII is included both in middle and higher secondary schools, in the former as the last year of the school and in the latter as the beginning year. The syllabus for each is different.
- (iii) Civics as part of Social Studies is introduced only in the higher secondary stage, whereas in the earlier classes some topics of Civics are covered in a subject called "Moral Instruction".
- (iv) The syllabus follows the concentric approach, the History and Geography of India and of Assam are repeated from class to class but in more and more detail in the higher classes.
- (v) Practical work like the preparation of charts, maps, models, sketches, dramatization, visits and excursions are emphasized throughout.
- (vi) The syllabus for the primary and middle stages given in bare outline of topics. Topics are divided



into sub-topics for detailed treatment at the higher secondary stage.

- (vii) The syllabus at the higher secondary stage is not a duplication of the elective subjects of History, Geography, Civics and Economics.
- (viii) A list of 35 books helpful for the study of the subject is given.
- (ix) Brief instructions on writing the history textbooks for primary and middle schools are given in Appendix A of the syllabus.
- (x) Objectives are given for all the stages :

#### *Primary and Middle Stages*

- (a) To transmit the Indian ideals of life and character in conformity with ideals of democracy and of personal liberty and dignity and to instil a strong and intelligent patriotism.
- (b) To prepare pupil for change from class or group economy to an economy of collectivism as a matter of historical evolution.
- (c) To enlarge understanding and mutual toleration among the diverse races, religious and cultural groups which compose the Indian Union so as to enable the pupils to cherish the ideals of an Indian Nation.
- (d) To develop an enlightened attitude towards international relations giving emphasis not on militarism and aggression but on goodwill and co-operation as the best solvents of international disputes.
- (e) To hold up the spirit of science and scholarship, liberty of thought and expression, freedom of press and platform and tolerant study of the most diverse ideals, domestic and foreign, modern, medieval and

ancient, as the chief means of defence against the tyranny of bureaucracy of narrow rationalism and of brutal uniformed power.

*Higher Secondary Stage*

- (a) Acquisition of factual information.
- (b) Development of reasoning power and critical judgment leading to understanding of facts.
- (c) Development of certain attitudes.
- (d) Formation of habits, skills and abilities

### 3. BIHAR

#### I. Stages for which the Syllabuses are meant

A. Elementary (Classes I to VII)

B. Secondary

This is the new *pattern* and the syllabus for elementary schools has been gradually introduced from 1959 to 1963. The secondary school will in course of time be a four-year school from classes VIII to XI.

The old *pattern* which is gradually disappearing is :

A. Junior and Senior Middle (classes I to VIII)

B. Higher Secondary (class IX Special to class XI Special)

#### II. Year of Public Examination

At the end of class XI.

#### III. Status of the Subject

Elementary (i) Compulsory.

(ii) Classes I to V : 4 hours a week.

Classes VI to VIII : 3 hours a week.

Secondary (i) Compulsory (even for those who offer History and Geography as electives).

(ii) 3 periods a week.

(iii) One paper out of nine, each paper carry-

ing 100 marks.

#### IV. Total Scheme

*Classes I, II and III.* The syllabus is developed round central themes—Home, School, Neighbourhood, with emphasis on health habits and social behaviour.

*Classes IV and V.* History, Geography and Civics are gradually introduced, with stress on practical activities. History is taught mainly through biographies.

*Classes VI and VII.* Formal teaching of History, Geography and Civics is begun, with an attempted correlation and extended social activities.

*Secondary.* The syllabus seeks to draw from all social sciences.

#### V. Articulation

The syllabus follows a concentric approach and is fairly well articulated. In classes I and VII, the approach to History is political and chronological; in the secondary classes, it is treated from the social and cultural angles and includes World History as well. World Geography, however, receives inadequate attention at the later elementary stage and is completely ignored at the secondary stage.

#### VI. Suggestions for

- (i) *Methods of Teaching.* Given only for the elementary stage.
- (ii) *List of Aids and Equipment.* Not given.
- (iii) *Use of Aids.* Not given.
- (iv) *Activities* Given only for the elementary stage, where some social and community activities form part of the syllabus itself.
- (v) *Textbook Authors.* Only the number of pages which the textbooks should have has been mentioned.

## VII. Break-down of Themes according to Disciplines

### *History*

- Class III. Stories from local history. Stories from the Epics. Religious leaders *e.g.* Krishna, Mahavira, Buddha, Christ, Mohammad.
- IV. Stories of great personalities, *e.g.* Chandragupta, Asoka, Harsha, Alexander, Socrates, Columbus.
- V. Stories of great personalities, *e.g.* Sher Shah, Akbar, Tilak, Gandhi, Jawaharlal Nehru.
- VI. Ancient and Medieval India.
- VII. Modern India. India and the World, past and present. Fusion of cultures in India.
- VIII. Evolution of Man. Farming in ancient times. Ancient village organizations.
- Old Syllabus { IX. History of Bihar.  
X. Brief survey of social and economic life of India in different periods of history.  
XI. Growth of Civilization in ancient times. Growth of Modern Civilizations. Impact of the West on India. Constitutional History of India.
- New Syllabus { IX. History of Indian Villages and Their Fundamental Necessities.  
X. Growing Loyalties of the Individual to World Society.  
XI. Basic Teachings of Mahatma Gandhi and the Sarvodaya Plan.

### *Civics*

- Class III. Local Community Life. Public servants in the local community.

- IV. Local self-government. Administration at the District level.
  - V. Administration of the State and the Union : Governor, Chief Minister, President, Prime Minister.
  - VI. Man and Society.
  - VII. Union Government. The Union and the States.
  - VIII. Family. Society. Rights and Duties of Citizenship.
- Old Syllabus {
- IX. Community Life : its political and administrative organization.
  - XI. The Indian Constitution. Living as Citizens of India. Rights and Duties.
- New Syllabus {
- IX. Village Life and Administration. Co-operation. Impact of national and international happenings on village life.
  - X. Individual and Society. Essentials of the Indian Constitution. Local Government.
  - XI. Family. Current events and their influence on villages.

### *Geography*

- Class III. Geography of the District. The Globe and the Earth.
- IV. Local Geography. Geography of the State. The Earth and the Sun.
- V. Geography of the State. India in outline. Seasons.
- VI. Geography of the State : intensive study. The Geography of India (in more detail). The Earth, the Solar System. Movements of the Earth. Physical Geography of the Earth.

VII. Economic Geography of India. Natural Regions of the World India and her neighbours. Sea-routes and Air-routes. Climate.

IX. Geography of the State.

### *Economics*

Class V. Five Year Plans (in outline).

XI. National Reconstruction Plans ; problems of poverty, ignorance, ill-health, malnutrition, population growth ; industrial and agricultural development , human and natural resources.

### **VIII. Points in Common with other Subjects**

General Science : Areas of health habits and cleanliness.  
Food and eating habits.

### **IX. Textbooks**

- (i) The syllabus does not indicate anything. However, it appears that in the classes where books have been nationalised, only one textbook is prescribed.
- (ii) Two books are recommended, one for classes VIII to X and another for classes X and XI.

### **X. Supplementary Books**

- (i) No supplementary books are listed though schools are supposed to use them particularly in the upper primary classes, IV and V.
- (ii) No supplementary reading books are recommended for the secondary classes.

### **XI. Books for Teachers**

No books for teachers or work books or atlases have been recommended.

### **XII. Specific points to note**

- (i) Objectives are given in detail. For the middle classes (VI and VII) they are given for Social Studies as well as for History and Geography separately.

- (ii) The syllabus is fairly integrated. In the middle classes, separate disciplines are introduced. Attempt is also made to correlate topics with personal experience and environment, and among different subjects, particularly General Science at the primary level. The important feature at this stage is emphasis on social activities in extended form. Pupils are expected to participate in these activities in and out of school. These form part of the syllabus itself.
- (iii) In the primary stage, biographies of some important world figures are also given.
- (iv) There is emphasis on practical work, e.g., on maps, models, charts, bulletin boards, etc. Topics are fairly detailed and indicate growing depth of study at each class. The syllabus follows a concentric approach at times tending to be repetitive. (e.g., Geography of Bihar.)
- (v) It is a syllabus with brief topical outlines. Some of the topics, however, are broken up into sub-topics, which indicates the scope or depth.



## **4. DELHI**

### **I. Stages for which the syllabuses are meant**

- A. Primary (classes I to V) (1960)
- B. Middle (classes VI to VIII) (1960)
- C. Higher Secondary (Multipurpose) (classes IX to XI) (1965)

Social Studies as a subject is not included in the syllabus for the higher secondary examination except for the multipurpose group

### **II. Year of Final Examination**

At the end of class X (in only multipurpose schools).

Question papers on Social Studies (and General Science and Mathematics) are set by the Board and the assessment of answerbooks is done by the teachers in the higher secondary department of the schools concerned. No pupil is allowed to take the public examination at the end of class XI until he has passed in these subjects. The marks obtained are shown on the result-card but do not count towards the division.

### **III. Status of the Subject**

- |         |  |
|---------|--|
| Primary | (i) Compulsory   |
|         | (ii) 3 periods out of 48 in a week.                      |
|         | (iii) one paper of 50 marks out of a grand total of 250. |

- Middle
- (i) Compulsory
  - (ii) 4 periods out of 48 in a week.
  - (iii) One paper of 150 marks out of a grand total of 1050.
- Higher Secondary (Multipurpose)
- (i) Compulsory
  - (ii) Two written papers, each of 2½ hours' duration, each carrying 75 marks.

#### IV. Total Scheme

*Primary.* The syllabus is on an integrated pattern, organized in units. These have been further grouped around separate class themes for every class. The themes have been arranged in terms of widening horizons of children, such as Home and School in Class I, Village and Town in Class II, several communities or ways of our land in Class III, Our Big World in Class IV and Our Living through the Ages in Class V, completing thus an elementary cycle.

*Middle.* The same pattern is continued at the middle stage. The grade themes in these classes are : 'How we govern ourselves', 'We face our future' and 'We and our world neighbours.'

*Higher Secondary (Multipurpose).* Here again the syllabus is on an integrated pattern. It follows a broad topical approach, reviewing landmarks in India and World History. It deals with current problems of political and economic nature at the national and the international level. It also reviews the Indian Constitution and Local Administration.

#### V. Articulation

It is interesting to note that the syllabus of Social Studies from class I to class VIII turns to Man and his daily living for the selection of topics, problems or units of study. The syllabus mentioned that in the selection of content it has freely cut across subject boundaries. The problems drawn from different areas of daily living have been organized around grade themes or some central idea in each class. This is what it claims to be horizontal sequence. Moreover, the grade theme for each class

has been chosen in accordance with the principle of widening horizons of children. Problems from each area of living have been grouped into different grade themes in order of their growing complexity with due regard to the maturity level of children. This is what it claims to be—vertical sequence or articulation.

## VI. Suggestions for

- (i) *Methods of Teaching*
- (ii) *List of Aids and Equipment*
- (iii) *Use of Aids*
- (iv) *Activities*

A hand book for teachers—volume III of the Social Studies syllabus for the primary and middle schools contains details on the methods of teaching, aids and how they are to be used as well as a large number of social activities in which pupils are expected to participate.

- |                              |            |
|------------------------------|------------|
| (v) <i>Textbook Authors.</i> | Not given. |
|------------------------------|------------|

## VII. Break-down of Themes according to Disciplines

### *History*

- Class I. Our daily needs, long ago and today. Stories of child heroes from the Ramayana, and the Mahabharata.
- II. Story of houses—from caves to modern comfortable houses.  
Story of travel or means of transport.  
Stories from local history through local monuments, e.g. Ashoka Pillar, Qutab, Red Fort, Rajghat, etc.
- III. How people earned living in the past. Story of clothes we wear. Sending messages in the past.
- IV. How our Big World was discovered gradually. Story of shipping.
- V. How Community life began. River Valley Civilizations. Caste System. Communities through

the Ages, (a) Gupta Period (iv) Mughal Period, (c) British Period. Story of Tools and Weapons, Lives of Great Men and Women and Religious Leaders.

- VI. How we were governed in the past? How we became free?
- VII. Story of a Book. Review of Indian History through national monuments.
- VIII. Religions of the World. Social or religious reformers from Indian History. Story of Science in everyday life through the ages. Recreation in early days, the shrinking world. Story of Transport and Story of the United Nations.
- IX & X. Making of the Earth. Early life on the Earth. Coming of Man. Ancient River Valley Civilizations. Aryan Civilization in India. Buddhism in India. Spread of Indian Culture in S. E. Asia. Advent of Islam and its impact. Era of exploration and discovery and colonization. Repercussions of Colonialism and Industrial Revolution. American War of Independence. French Revolution. Growth of Democracy in England. Russian Revolution. Conquest of India by the British. Contribution of the British Rule to Indian Life. Rise of Indian Nationalism.

### *Geography*

- Class I. Surroundings of School. How do we come to School. Animal and bird friends in the locality. Circus animals.
- II. Local sources of water. Visiting countryside. Geographical features or common land forms in the neighbourhood.
- III. Far and near communities in India, e.g. from Punjab, Kerala, Rajasthan, etc. How people earn their living (basic occupations). Posts & Telegraphs offices : Means of Communication.

- IV. Animal life in different parts of the world. Communities from different parts of the world. Communities from different important natural regions of the world. Daily weather and ways of living. Exploration of the world. Transport by sea. How maps and globes help us. Rotation and revolution of the earth: day and night, seasons and a year.
- VI. The political map of India. Languages in different parts of India. Commonwealth countries: Canada, Australia, New Zealand, South Africa, Ghana.
- VIII. Population of India and its distribution. Agriculture in India. Rivers and river valley projects. Industries in India. Power resources in India. Mineral resources of India. Our Neighbouring countries (economic geography): Pakistan, Ceylon, Burma, Indonesia; Economic and Regional Geography of U.S.A., U.S.S.R., U.K., France, West Germany, Japan, China, Malaya, Nepal, Afghanistan, Persia, Egypt. Solar System.

### *Civics*

- Class I. What families do for us. School is our home. Annual day of the school. To be a good boy at home and school.
- II. Community helpers. Class-Council or Bal Sabha. Avoiding road accidents. Story of Post-card. Inter-dependence of a town and a village.
- III. How post and telegraph offices help us. Undertaking a train journey. Taking care of things that belong to all. How local communities help themselves to solve their common problems. Children's day.
- IV. UNICEF and children of the world. Ways and places of worship.

- V. Caste System, its origin and trends. Man and his weapons
- VI. Independence Day. Unity of the Indian Union. Rights and duties of Indian Citizens. Our Republic Day. We make our laws. How we govern ourselves. We defend our country and its freedom. We hold meetings. Reading newspapers. Listening to a Radio. Languages of our land. We and the Commonwealth.
- VIII. Religions of the World. We have to co-operate with other countries. We maintain and develop contacts with other countries. The United Nations Day.
- IX & X Integration of Indian States in the Indian Union. Adoption of new Constitution. Its Salient Features. General Elections. Reorganization of States. Need for Emotional Integration. Second World War and U.N. Organization. Indian Foreign Policy and promotion of World Peace. Functioning of Delhi Municipal Corporation.

### *Economics*

- Class I. Meeting our daily needs.
- II. A farmer and what he does for us. Places where we buy things. Inter-dependence of a town and a village.
- III. How people earn their living. Distant communities of our land produce many things for us.
- IV. How goods come from abroad by sea.
- V. Tools and powers we use.
- VII. How many heads and hands are we? We plan our activities. Our savings help us as well as our Plan. Small Scale Industries. Growing More and More from Farms and Fields. Villages

on March. Multipurpose Projects. Big Industries. Power for Machines. Mineral Resources.

VIII. Scientific inventions affect our daily life. Hobbies for leisure. Shrinking world.

IX & X. Rehabilitation of displaced persons. Five Year Plans.

### *Community Life*

Class I. School is our home. Annual day of the school.

II. Our Community helpers.

III. Far and Near Communities of our land : their festivals, ways of living, etc. Local communities solve their problems.

IV. People everywhere like to play. Ways and places of worship.

V. How community life began. Flourishing communities of long ago. Our communities through the ages.

VI. We hold meetings, read newspapers, listen to a radio.

VII. Villages on March. Community Development Activities. Community Festivals and Entertainments.

VIII. Hobbies for Leisure. Religions of the World.

### **VIII. Points in Common with other Subjects**

General Science : Plant life, animal life and the movements of heavenly bodies.

Health and Hygiene : at the primary stage.

Language : at all the stages : lessons on subjects and topics connected with Social Studies.

### **IX. Textbooks**

To begin in Class II. The names of the books are not given in the syllabus, but the specification with regard to pages

that the textbook should contain from Class II to Class VIII is given. A separate list of approved textbooks from class II to Class VIII is supplied by the Directorate from year to year. No textbook is approved for the higher secondary (multi-purpose classes).

### **X Supplementary Books**

- (i) Not listed for the primary and middle grades.
- (ii) Eight reference books for the higher secondary stage.

### **XI. Books for Teachers**

A Guide-book for Teachers (1960) for the Primary and middle stages only.

### **XII. Specific points to note**

- (i) The entire school period is spread over 11 years and is divided into 3 stages. Primary (5 years), Middle (3 years) and Higher Secondary (3 years). Social Studies taught as a compulsory subject both at the primary and middle stages. It is taught as a core subject for two years in the higher secondary (multi-purpose) schools only.
- (ii) Objectives are given for the primary and middle stages only. They are further split up into understandings, skills, attitudes and habits to be realised through the teaching of each topic.
- (iii) A Curriculum Guide for teachers giving the general pattern, scope, anticipated outcomes and detailed instructions is published in Volume III of the syllabus for the primary and middle stages.
- (iv) The syllabus is integrated at all the stages, and given in units and sub-units at the first two stages.
- (v) There is predominance of Geography in classes III and IV, of History in classes V and VIII, of Civics in classes III and VI and of Economics in class VII.



- (iv) The higher secondary (multi-purpose) syllabus deals with Indian and World History and current problems of political and economic nature at national and international levels. It totally ignores Geography at this stage. The revised syllabus prescribed for 1966, however, lays due stress on Geography.

## 5. GUJARAT

### **I. Stages for which the Syllabuses are meant**

A. Primary (classes I to VII) (1953, 1956)

B Secondary (classes VIII to XI) (1962)

### **II Year of Public Examination**

At the end of class XI.

### **III. Status of the Subject**

Primary. (i) Compulsory.

From class IV onwards, Geography is combined with General Science and History is a separate subject.

(ii) 4 periods in a week.

Secondary. (i) Compulsory in the first three classes, but optional in class XI.

The whole curriculum for the stage is divided into four groups. From Group I, a pupil should choose two subjects out of Social Studies, General Science and Elementary Mathematics. Social Studies is also included in groups II and IV, and can be offered here by a pupil who has not already offered it under group I.

The curriculum also provides for History, Geography and Indian Administration as elective subjects. A pupil is allowed to offer *not more than one* of these electives if he has already offered Social Studies under any group.

(ii) 5 periods out of 45 in a week.

(iii) There is one examination paper of one hour's duration. Marks allotted to it are 100 out of a total of 700.

#### IV. Total Scheme

The course is called by different names at different stages. It is called :

General Knowledge in classes I to IV,

History and Geography in classes V to VII and

Social Studies in classes VIII to XI.

*Classes I to IV. (General Knowledge).* In classes I and II, the course is mostly general knowledge with emphasis on practical work, local observation and development of habits. In classes III and IV, History and Geography are gradually introduced and it has been said that the teaching should be correlated as far as possible.

*Classes V to VII. (History and Geography).* As the name suggests, the syllabus is organized under History and Geography, taught separately.

Besides, a separate course in Community Living is prescribed in all classes from I to VII, which stresses practical activities and formation of desirable social habits.

*Classes VIII to XI (Social Studies).* Though it bears the composite name of Social Studies, the syllabus is given under separate heads : History, Geography and Civics and Indian Administration. The course in History comprises the social and cultural history of India in the background of World

**History.** The Geography course teaches the geography of India in detail and also the natural regions of the world.

### **V. Articulation**

The course in History follows a concentric plan and Indian History is covered in three cycles. The first cycle which ends in class IV is through biographies, the second ending in class VII with more details of facts and chronology, and the third is chiefly social and cultural history.

*Geography* is also done in three cycles, but *Civics and Administration* is not so spread over. Classes III and IV deal with local and district administration and the higher classes take up the State and Union Government in greater detail.

### **VI. Suggestions for**

- (i) *Methods of Teaching.* Given in brief for the primary and middle stages. For the course in Community Living, however, the suggestions are in greater detail.
- (ii) *List of Aids and Equipment.* Not given.
- (iii) *Use of Aids.* Not given.
- (iv) *Activities.* Practical work in Geography and Community Living is suggested for the primary and middle classes. In the primary classes, observational activities have been detailed classwise.
- (v) *Textbook Authors.* Not given.

### **VII. Break-down of Themes according to Disciplines**

**Classes I & II.** Observation of Surroundings : sources of water ; natural phenomena, e.g. rain. Civic Training : cleanliness ; personal social behaviour.

#### *History*

**Class III.** Stories from Epics. Stories from Regional History.

**IV.** Biographies from Indian History in chronological order from ancient to modern times. Stories of a more advanced nature from Epics.

- Class V. History of India till 650 A. D.
- VI. History of India during medieval times.
- VII. History of India during modern times
- VIII to XI. Social and cultural history of India, World History ; Renaissance and Reformation ; Industrial Revolution , World Wars ; U. N. O.

### *Geography*

- Class III. Geography of the District. Observation of crops, articles in shops, farmers' calendar.
- IV. Geography of the State. Observation of the sky and the stars.
- V. Geography of India in outline. Geography of the State in greater detail. Some important regions of the world.
- VI. Geography of India in greater detail. Study of neighbouring countries : Pakistan, Burma, Ceylon, Indonesia, China, Japan The Earth : shape, size, day and night ; rainfall and monsoons.
- VII. Geography of the State in detail. India : natural resources ; imports and exports. Australia, U.K., U.S A., U.S.S.R., South and East Africa. The Earth : Revolution ; Local and standard time ; Latitude and Longitude ; climate zones ; factors affecting climate.
- VIII to XI. External agents of change : Cycles of Earth-sculpture ; climate and man. Major natural regions of the world. Detailed study of India. Pakistan in broad outline.

### *Civics and Administration*

- Class III. Village ; Taluka and District administration ; revenue, police and education.
- IV. Local self-government. State Administration.

VIII to XI. Citizenship and Government. Functions of Government. Communitarianism. Promotion of public welfare. Union and State Governments. State Reorganisation.

### *Training in Community Living*

Classes I to VII. Daily school routine : cleaning, etc. Self-government in school. Organizing clubs and societies. Celebrating Festivals and Days. Trips and excursions. Community work in villages.

### **VIII. Points in common with other subjects**

General Science is part of General Knowledge in classes I to IV.

### **IX. Textbooks**

Schools select one textbook for each class out of a number recommended by the Department of Education.

### **X. Supplementary Books**

Not given.

### **XI. Books for Teachers**

Not given.

### **XII. Specific points to note**

- (i) The course has been given different names at different stages.
- (ii) In the primary classes, the subject includes General Science, History, Geography and Elementary Administration. These, however, are not to be taught in an isolated manner but should be correlated as far as possible.
- (iii) A separate course in Community Living has been prescribed, in addition to that in Social Studies, from classes I to VII.

- (iv) Integration has nowhere been attempted except in classes I and II
- (v) The History course under Social Studies for class XI consists mainly of broad currents and movements of the social and cultural history of India, with appropriate references from World History.

## 6. HIMACHAL PRADESH

### I. Stages for which the Syllabuses are meant

- A. Primary (classes I to V)
- B. Middle (classes VI to VIII)
- C. (i) Matriculation (classes IX and X) (to continue till 1967)
- (ii) Higher Secondary (classes IX to XI).

*Note.* For both matriculation and higher secondary courses, the syllabuses used in the Punjab are used in Himachal Pradesh as well.

### II. Year of Public Examination

At the end of (i) class VIII and (ii) class X/XI.

### III. Status of the Subject

Primary (i) Compulsory

- (ii) Class I. 3 periods out of 34 in a week
- Class II. 4 periods out of 34 in a week
- Classes III to V. 5 periods out of 39 in a week.

(iii) *Marks*

Classes I to III. 40 out of a total of 450

Classes IV to V. 100 out of a total of 1000



- Middle (i) Compulsory  
 (ii) 5 periods out of 44 in a week.  
 (iii) Marks. 100 (of which 15 is assigned to internal assessment) out of 1000.
- (ii) Matriculation (i) Compulsory  
 (ii) 150 marks out of a total of 900.
- (iii) Higher Secondary (i) Compulsory  
 (ii) 150 marks (of which 25 per cent is assigned to internal assessment) out of a total of 700.

#### IV. Total Scheme

*Classes I and II.* The emphasis is on habit formation and observation.

*Classes III to V.* Gradual introduction of formal instruction in History, Geography, and Civics with emphasis on activities leading to citizenship. History is taught through biographies.

*Classes VI to VIII.* The syllabus included major topics from Indian History, World History and the Geography of India and the World, with an attempted correlation with community life. Activities leading to good citizenship include participation by pupils in social and community life.

*Classes IX, X and XI.* The syllabus is given in a composite form, but broad areas from History, Civics, Geography and Economics are covered. Besides, emphasis is laid on such topics as National Reconstruction and International Agencies of Peace.

#### V. Articulation

The syllabus follows a concentric approach and is well articulated. At the primary stage, it is more of informal teaching of the subject-matter, and stress is on the development of desirable habits. In the middle classes, formal study of History and Geography starts. At the higher secondary stage,

the social and cultural aspects of History are emphasized, but Geography is comparatively neglected.

## VI. Suggestions for

- (i) *Methods of Teaching.* For the primary and middle stages, the following items of the syllabus give some suggestions. 'Guide-lines for Teacher' (pp 99-101) and 'To the Teacher' (pp iii-vi).
- (ii) *List of Aids and Equipment.* Not mentioned.
- (iii) *Use of Aids.* Not mentioned.
- (iv) *Activities* Exhaustive lists of activities are provided, for the primary classes on pp. 89-94 and for the middle on pp 95-96. Pages 215-218 also give a general list.
- (v) *Textbook Writers.* Brief hints are given. The number of pages in the textbook for each class from I to VIII has been specified.

## VII. Break-down of the Themes according to Disciplines

Classes I and II Social behaviour, covering health, cleanliness, orderliness, social activities.

### History

- |       |   |
|-------|---|
| Class | I. Stories from Epics.  |
|       | II. Historical and moral stories.   |
|       | III. Story of Early Man. Biographies of great religious leaders. Stories of some fighters for freedom.  |
|       | IV. Growth of ancient civilization. Stories from the Epic period. Indian History, Buddha to Mughals. Teachings of Kabir, Ramayan and Nanak. Mahatma Gandhi. |
|       | V. Movement of races : The Aryans and Mangols. Ancient History : Chandragupta, Vikramaditya. Chinese travellers in India. Ajanta and Ellora.                |

- VI. Pre-historic Stage. Growth of Indian civilization during Hindu and Muslim periods. Ancient History : Invasion of Alexander, Industrial Revolution in England. Modern Indian History : Arrival of Europeans ; Rise of Sikhs and Marathas. Impact of British Rule on Village Economy. Present Awakening in Africa.
- VII. The growth of early civilizations, Aryan expansion towards Europe. Stories of European Civilization : Roman. The rise of Christianity and its spread in Europe. Palestine and Middle-East Countries. Renaissance and Reformation. American War of Independence. French Revolution.

### *Indian History*

From the Aryans to Independence and formation of Pakistan. Indian National Congress. Indian War of Independence.

- VIII. Religion and Religious leaders. Main religions of the World. Confucious, Mahabir and Zoraster. Saints, Sages and Social Reformers of India.

Early forms of life and evolution of man. Early tribal society and the growth of the nations. First World War and League of Nations. Second World War and U.N.O.

- IX & X. Pre-historic and ancient times. The growth of ancient Indian civilization. The Greek and Roman civilizations. Ancient Indian History. Medieval Period, Sultans & Mughals.

European History : Renaissance and Reformation ; Rise of Democracy in Great Britain ; The French Revolution.

*Modern Indian History : Coming of the British ; Rise of Marathas and Sikhs ; Impact of the West on India ; British Period up to Independence of India.*

*First and Second World Wars.*

### *Civics*

Classes I, II  
and III.

Formation of habits. Social behaviour. Singing of National Anthem. Visiting Panchayat Ghar, etc. Participation in Social Service activities, School Panchayat, *Bal Sabha*, Co-operatives and Community Centres.

IV. Local Government. Development Blocks, Panchayat Raj. Territorial Council. Public functionaries, e. g., Deputy Commissioner, Block Development Officer.

V. Political Divisions of India.

VI. Rights and Duties of a citizen of a democratic society. Panchayati Raj

VII. Salient features of Indian Constitution. The Constituent Assembly. Functioning of Democracy in India. Panchayats, State and Union Governments.

VIII. Commonwealth of Nations. UNO and some of its agencies. Internationalism, Co-existence, co-operation and cultural exchanges.

IX & X. Local Government. State Government. Union Government. International Agencies of Peace ; U.N.O. ; Panchsheel.

### *Geography*

Class I. Acquaintance with the physical surroundings, location, paths, direction.

II. Idea of material used for the construction of a house ; clay, stone, timber, bricks. Location

surroundings, paths, forests, rivers, streams, ponds. Sources of water : Tanks, Wells, Springs.

- III. Physical appearance of the Earth. Village and physical environments. Local Geography. Daily needs of the local people and their activities.
- IV. Means of Transport and Communication. Scenic spots and places of Himachal Pradesh. People in the Pradesh ; Physical features of India. The Indo-Ganga plain.
- V. Asia : physical features. Neighbouring Countries of India : Physical features. Main industries in India with special reference to the cottage industries of Himachal Pradesh.
- VI. Europe : Discovery of Coal and Steam. Industrial Revolution. Coal fields. Industrial Centres. Means of Transport and Communication. Discovery of America and Sea route to India.
- VII. *Africa* : Geographical description, Colonisation, slave trade, and present awakening.  
*North America* : Physical features, climate, natural resources, development.
- VIII. Commonwealth countries. Physical Geography : Solar system, rocks, mountains, valleys, oceans. Earthquakes. Day and Night. Seasons. Latitude and Longitude. Natural Regions.  
Transport and Communications.
- IX & X. Geography of India,  
Major Natural Regions of the Globe and other chief characteristics.

### *Community Life*

- Class I. Formation of habits, social behaviours, participation in the community.
- II. Home family school, village, social behaviours and community participation.
- III. Village, various communities of the village, their occupation and trade, Village Community as part of Indian community.
- IV. People of Himachal Pradesh, occupation, fairs and festivals, folk songs, dances, co-operation.
- V. Need for common National language. Co-operation.
- VI. Social evils (Caste, Provincialism, etc.), Education for Democracy.  
Literacy, Educational facilities.
- VII. Mobility of man and struggle between colonial powers.
- IX & X. Occupations of the people and their cultural achievements.

### *Economics*

- Class V. Density of population.
- VII. Population and Resources of India. Development of India and Himachal Pradesh. Five Year Plans : Industrialisation, River Projects, Agriculture and Co-operative Farming. Co-operatives. Credit Societies.
- VIII. Trade : Exchange of ideas. Impact of science on the economic life of man.
- IX & X. Self-sufficiency in food. Irrigation and multi-purpose projects. Consolidation of holdings. Abolition of Zamindari. Bhoodan Movement. Co-operatives. Industrialization. Heavy

industries. Small-scale Industries. Five Year Plans.

### **VIII. Points in common with other subjects**

No indication.

### **IX. Textbooks**

No textbooks are prescribed for classes I and II. In other classes, one book for each class is prescribed.

### **X. Supplementary Books**

A list of supplementary books has been recommended for the higher secondary classes.

### **XI. Books for Teachers**

No books have been suggested for the teacher.

### **XII. Specific points to note**

- (i) There are two public examinations : one at the end of the middle and the other at the end of matriculation/higher secondary stage.
- (ii) The subject is compulsory in all the stages. It is compulsory even for those students who offer the Humanities group and History and Geography as electives for the matriculation/higher secondary examination.
- (iii) The syllabus for primary and middle stages includes :
  - (a) a detailed list of aims and objectives of education and the specific aims and objectives of Social Studies.
  - (b) Guide-lines for the teacher.
  - (c) Activities in the subject for each class.
  - (d) Hints for authors.
  - (e) Suggestions for evaluation.
- (iv) The syllabus at the primary and middle stages gives a special place to activities. Time has been separately allotted for both types of activities.
- (v) The syllabus is broken up into topics and sub-topics, with outlines indicating the scope and depth of each.

## 7. JAMMU & KASHMIR

### I. Stages for which the Syllabuses are meant

A. Elementary (from classes I to VIII)

B. Higher Secondary (from classes IX to XII).

*Note :* Social Studies is taught at the higher secondary stage for the first two years only, i.e. in classes IX and X.

### II. Year of Public Examination

At the end of class X.

### III. Status of the Subject

Elementary                      Compulsory

Higher Secondary (i) Compulsory

(ii) Two papers in the Public examination. 150 marks out of a total of 1475.

### IV. Total Scheme

*Classes I and II.* The syllabus in these classes deals with training in social behaviour and moral virtues, and with the life of the people in the environment and with stories of local heroes and religious leaders of the world.

*Classes III to VIII.* History through biographies, Geography and Civics are introduced in class III. Regular, chronological History of India is taught in classes VI, VII and VIII. In these classes, there is great emphasis on the geography of the State.



*Higher Secondary Classes.* The syllabus aims at integration and the principal topics dealt in it are : Life in Pre-historic Times, Medieval Indian Life and Culture, the Physical World, Impact of the West on India, Living in the Local Community, Living in the World Community and National Reconstruction.

## V. Articulation

*History.* The approach to Indian History in classes VI to VIII is political and chronological, while it is social and cultural in the higher secondary classes.

*Geography.* The geography of the Locality, the State and India, and also of the Continents in outline is covered in the elementary classes. Living in different communities is taken up in the higher stage, but Geography does not receive adequate attention here.

## VI. Suggestions for

- (i) *Methods of Teaching.* Not mentioned.
- (ii) *List of Aids and Equipment.* Not mentioned.
- (iii) *Use of Aids.* Not mentioned.
- (iv) *Activities.* In the elementary classes, activities mentioned include dramatics, visits, participation in local fairs and festivals, and preparation of charts and graphs.

## VII. Break-down of the Themes according to Disciplines

### *History*

- Class II. Stories of the great men of local interest, e.g. Bawa Jitto, Rishi Pir. Anecdotes from the biographies of Prophets, e.g. Buddha, Mohammad, Nanak.
- III. Biographical sketches of National leaders. The story of man in different ages. Nomadic Age, Stone Age, Bronze Age, etc.

- IV. Historical stories of our land, e.g. on Ashoka, Kanishk, etc. Historical monuments of Jammu. Martyrs of Jammu-Kashmir.
- V. Life sketches of personalities from Indian History. The Freedom Movement.
- VI. History of India from the ancient time to the Delhi Sultanate. (In brief outline).
- VII. History of India from the Mughal Empire to 1947. (In brief outlines).
- VIII. Struggle for Independence. First and the Second World Wars. Revolutions in different parts of the world : French, American, Industrial, Meiji in Japan.
- IX. Living in pre-historic and ancient times. Ancient river valley civilizations. Medieval Indian life and culture. Evolution of the national monarchy in India. Impact of the West on Indian Civilization. India under the Crown and the growth of national consciousness.

### *Geography*

- Class II. Life of the people in the locality.
- III. Geography of the village or town and the district. Physical Geography : Rotation, revolution.
- IV. Geography of the State : people, natural regions, climate, handicrafts of India, its location in Asia.
- V. Geography of the State : administrative units, tourist resorts, Geography of India : Natural divisions, Monsoons, neighbours. Physical Geography.
- VI. Geography of the State : Climate, products, minerals. Geography of India : Climate, natural products Geography of Asia.

- VII. Geography of the State and India : Industries, Irrigation and Power Projects. Geography of South America, Africa and Australia. Physical Geography : movements of the earth, rocks, rivers.
- VIII. Geography of Jammu & Kashmir : trade and commerce, means of communications. Geography of India : trade & commerce, means of communications. Study of two Continents. Physical Geography : Structure of the earth, earthquakes, volcanoes, denudation and weathering, external and internal agents of change, rainfall, climate. Life of people in different regions. Practical map-work.
- IX. The physical world and the life of the people in the natural regions of the world. Geography of India with special reference to Jammu & Kashmir.

#### *Civics*

- Class III. Village functionaries and their duties : Lumbardar, Chowkidar, Sarpanch, Patwari : Social institutions in a village.
- IV. Local Self-Government : Panchayats.
- V. Family, Village, Local Self-Government : Municipalities, District Boards, Votes and their value.
- VI. Government at the District level. The State Government.
- VII. The Constitution of Jammu and Kashmir
- VIII. Different forms of Government and the policy of Co-existence. Salient features of the Constitution of India.
- IX and X. Living as a citizen of free India : family, village, Central and the State Governments, Fundamental Rights, Directive Principles of State Policy,

Special status of Kashmir in India, Constitution of Jammu & Kashmir.

### ***Economics***

**Class VI.** Land reforms and their effects. The Five Year Plans

**VII.** Development programmes. National Extension Services. Community Development. Population and occupations of the people of Jammu and Kashmir. Agricultural and the allied problems: fragmentation of holdings, low productivity. Block Development Programmes.

**IX and X.** Main agricultural and industrial activities in India. Trade and commerce. Means of transport and communication. Need for self-sufficiency in food. Cultivation, irrigation and multipurpose projects. Co-operatives and Land Tenure. Industrial Development.

### **VIII. Points in Common with Other Subjects**

General Science : Plant life. Animal life. Movement of heavenly bodies.

Health and Hygiene : Personal and environmental cleanliness.

Language : Lessons on subjects connected with Social Studies.

### **IX. Textbooks**

Not mentioned in the elementary stage. One book recommended at the higher secondary stage.

### **X. Supplementary Books**

Not listed for any school stage.

### **XI. Books for Teachers**

No books listed for teachers.

**XII. Specific points to note**

- (i) The subject at the elementary stage is divided into two parts : A. 'Social Studies, History, Civics and Social Studies', B. 'Geography' and the syllabus for each is separately given.
- (ii) Objectives are given for the elementary stage only.
- (iii) The syllabus aims at integration at the higher secondary stage and is given in units.
- (iv) Student activities (grade-wise) form part of the syllabus at the elementary stage only.
- (v) The syllabus, both for the elementary and the higher secondary stages are given in topics, which are further divided into sub-topics.

## 8. KERALA

### I. Stages for which the Syllabucss are meant

- A. Lower Primary (classes I to IV) (1962)
- B. Upper Primary (classes V to VII) (1962)
- C. (i) Secondary (classes VIII to X)  
(ii) Higher Secondary (classes VIII to XI) (1962)

### II. Year of Public Examination

At the end of class X.

### III. Status of the Subject

- |                  |   |
|------------------|---|
| Lower Primary    | (i) Compulsory<br>(ii) 3 periods out of 35 in a week.                           |
| Upper Primary    | (i) Compulsory<br>(ii) 4 periods out of 35 in a week.                           |
| Higher Secondary | (i) Compulsory (for both academic and diversified courses) in classes IX and X. |

There is provision also for an advanced course in classes IX and X in addition to the compulsory course (one period a week) for pupils who would offer special subjects in class XI. Subjects taught in this advanced course are: History

of India, World History, Geography and Economics, out of which pupils choose one

(ii) 5 periods out of 35 in a week.

In classes IX and X, however, period set apart for Music and Drawing may be used for Advanced Social Studies.

(iii) 2 papers in the public examination, each of 2 hours' duration.

(iv) 100 marks out of 700 : 60 per cent for essay or short paragraph type and 40 per cent for objective type.

#### **IV. Total Scheme**

The syllabus is fairly well integrated both for the primary and the secondary stages. Topics show inter-relatedness of the various elements of the environment *e.g.* in Standard VI in the sub-topic 'Some of our neighbours in Europe and America' U.S.A. is treated in an integrated way, looked at from all environmental angles. Certain topics like "Indian Communities through the ages" and "Ways of various communities" show the child how man conditions and is conditioned by History, Geography and Community life. Most of the topics cut across subject boundaries and give the fascinating story of how man has developed through the ages, his labours, adventures, achievements and his struggle for his freedom and rights.

#### **V. Articulation**

"The topics comprising Social Studies are presented in the syllabus with a view to widen the mental horizon of children from the simple to complex, from concrete to abstract and from immediate to remote. The educational content of a year of study are grouped under a central theme, the scope and

complexity of which become greater from standard to standard".

To some extent this aim has been fulfilled. As for example, History of India is taught through community life in standard VII and on this knowledge is built the social and cultural history of India in the classes IX and X. In the lower primary stages History is taught mainly through stories, with little biographical detail and more emphasis on contribution of heroes to human welfare. It is only towards the end of the upper primary—standards VI and VII—that the historical approach is introduced. There is however a lot of repetition in World History e.g. standard VI deals with "Our World Neighbours" (Our Commonwealth Neighbours) and standard VIII deals with the same countries under "Our Immediate Neighbours". There is very little difference in treatment.

The Geography course is fairly well articulated. A certain amount of repetition is there in standards VI and VIII when dealing with physical and economic geography of the other countries in the world.

The Civics course in the very first class with how to be a good citizen at home, school, family and in the subsequent classes deals with loyalty to the village, State and then Nation and finally one-world citizenship. Thus, there is a gradual growth in the concept of citizenship which is made all the more emphatic by reference in brief to parliamentary practices in other countries. Municipalities and Panchayats begin in class II.

Concerning Economics, all topics are given an economic look-over and all the topics are articulated starting with the story of money in standard V and ending with Our Economic Problems in standard X.

## **VI Suggestions for**

- (i) *Methods of Teaching.* Some general suggestions are given in the Introduction. Specific suggestions for teaching Social Studies in the primary classes are provided in the Preface to the syllabus in the subject.



There are no systematic suggestions for the higher secondary classes.

- (ii) *List of Aids and Equipment.* A list of minimum equipment for the primary classes is given.
- (iii) *Activities.* Activities for the primary stage and practical work for the higher secondary stage have been suggested at the end of every unit.
- (iv) *Co-ordination with other subjects.* The syllabus says that 'provision is made to arouse the interest of children by references to the inter-relation of school subjects, wherever one subject impinges on the domain of another.'

There are, however, few clear indications in the syllabus.

- (v) *Textbook Authors.* Two sentences may be quoted :

'Lesson in Social Studies should read like stories. Details such as lists of rivers, mountains, towns, kings, battles, treaties, may be given in the appendix.'

'Textbook writers would do well to relegate details of information to the appendix, leaving the body of the book readable and interesting'.

## **VII. Break-down of Themes according to Disciplines**

### *History*

Standard III. Stories of great men of Kerala.

IV. Stories of great men of India.

V. Story of things we use daily. Some great men in the world. Man-made wonders : buildings and monuments.

VI. Our World Neighbours. Commonwealth countries ; Some of our neighbours in Asia and Africa ; Some of our neighbours in Europe and America. Indian communities through

the ages. Some great men and women of the world.

- VII. We look back and ahead.  
Religions of India
- VIII. Our Immediate Neighbours. Other Asian Countries. Australia, Africa, Europe. North and South America.
- IX. India through the ages (till the end of the Mughal Period).
- X. India through the ages (in the Modern Period). Man's struggle for economic equality. Man's struggle for social equality. Man's attempts to help his fellow men (Stories of great men and women). March of civilization. Religion and its influence on human life.

### *Geography*

- Standard I. Directions.
- II. Geography of the district : Transport and Communication.
  - III. Geography of Kerala : ways of living, occupations.
  - IV. Physical features of India. Occupation and lives of different people of India.
  - V. Face of our world. Round the world by sea and air. Ways of life of various communities. Story of transport and communication.
  - VI. Physical Geography of other countries of the world, including human and economic geography.
  - VII. Nil.
  - VIII. Geography of the countries of the world : physical, economic, human.
  - IX. Our Earth. India : physical, economic and human.

ates of India : detailed treatment.

ory of Money.

important Industries in the World.

le plan for our future. Agricultural and Industrial Development.

economical aspects of the different countries of the world.

ndia : irrigation, river-control, industries, Five Year Plans.

Our Economic Problems.

#### *Administration*

How to be a good citizen ? Road rules for safety.

Community services. Social services. Municipality.

State Government.

Public services. Rights and duties of citizens.

Central Government. How we are governed.

#### **common with other subjects**

ations in the syllabus.

**s**

1 for each class from class V onwards.

#### **entary Books**

are listed for pupils of the upper primary

#### **or Teachers**

mentioned for the lower primary stage and 12 upper primary.

## **XII. Specific points to note**

- (i) The General Introduction to the Syllabus of both primary and secondary classes, as well as the Preface to Social Studies, given in detail instructions and suggestions on the subject
- (ii) A long list of educational outcomes of bearing Social Studies is given for both stages.
- (iii) Skills and abilities to be developed and attitudes to be inculcated have been given at the end of the syllabus for each class.
- (iv) The course content for each year is grouped round a central theme for each class.
- (v) In class VII, a unit on "The World of Work" touches upon vocational guidance and the importance of fitting every person to the right job.
- (vi) Periods to be allotted for each such topic have been indicated.
- (vii) A very interesting feature in Kerala is that Social Studies as part of the course is taught in three classes of the four-year higher secondary school. The last year, *i.e.* class XI teaches different social sciences as electives. Also, in order to equip pupils sufficiently who offer these courses, an additional Advanced Course is provided in the History of India, World History, Geography and Economics for pupils in classes IX and X, a pupil choosing the advanced course in that subject which he would offer in class XI.

## 9. MADHYA PRADESH

### I. Stages for which the Syllabuses are meant

- A. Primary (classes I to V) (1960)
- B. Middle (classes VI to VIII) (1961)
- C. Higher Secondary (classes IX to XI) (1961)

### II. Year of Public Examination

There is no public examination in Social Studies for regular school-going students, who are examined in it by their schools at the end of class X. They must obtain minimum pass marks (33%) before being allowed to take the public examination at the end of class XI. The marks obtained by the students in the school examination were added to those obtained by them in the other subjects at the public examination.

For private candidates, it is a subject to offer in the public examination.

### III. Status of the Subject

- |                  |  |
|------------------|--|
| Primary          | (i) Compulsory   |
|                  | (ii) 6 periods out of 36 in a week.  |
| Middle           | (i) Compulsory   |
|                  | (ii) 6 periods a week.   |
| Higher Secondary | (i) Compulsory (even for those who offer History and Geography as electives) |
|                  | (ii) 3 periods out of 42 in a week.  |

(iii) Marks. 75 out of a total of 1000 marks.

**\*Important.** It has recently been decided that with effect from the public examination to be held in 1965, Social Studies (and General Science) will be regular examination subjects and the internal assessment so long followed in respect of these two will cease.

#### IV. Total Scheme

*Primary.* The course in classes I to III is woven round home, school and the immediate locality, with emphasis on practical observations and social activities. In classes IV and V, topics from History, Geography and Civics are given separately.

*Middle.* The syllabus is detailed under three separate heads : History, Geography and Civics, all three occurring in each.

The History course lays stress on the History of the State and on the historical places and monuments in it.

*Higher Secondary.* Social Studies (and General Science) is taught only in classes IX and X. \*The syllabus says, "The subject is not treated here as a mere compendium of the separate subjects of History, Geography, Civics, etc., but as a compact whole". The syllabus is divided into units complete in themselves.

#### V. Articulation

The course in History follows a concentric approach. Students cover the whole Indian History in biographies in the Primary stage, then they read history chronologically in classes VI to VIII with an emphasis on political history. In the third cycle, the social and cultural history of India is covered against the background of world history at the higher secondary stage.

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\*In view of the changes mentioned in the earlier footnote, it appears that the subject will now be taught in all the three classes of the higher secondary school.

In Geography the course follows the pattern of widening horizon. Starting from the immediate locality, students cover the Geography of the State in the primary stage. Then comes Geography of India, Regions and the World, with emphasis on economic and physical geography in the final class of the middle stage.

At the higher secondary stage, World Geography is covered in some detail though not as a separate subject. It starts with Living in Local Community and goes on to Living in Various Communities of the World.

Civics is also distributed in all classes from I to X. In the primary classes, students cover local administration. At the middle stage it is much more detailed. In class VI they start with local administration, then go to the administration of the State and finally the Government of India in class VIII. In the middle stage the emphasis is on administration. At the higher secondary stage the administration from the Local to the Union level is again repeated. Local administration figures in all stages. Even at the higher secondary stage weightage is given to administration, not to principles of Civics.

## **VI. Suggestions for**

- (i) *Methods of Teaching.* Only in a general way for the primary and middle stages.
- (ii) *List of Aids and Equipment.* Not mentioned.
- (iii) *Use of Aids.* Not mentioned.
- (iv) *Activities.* Some general activities for the school as a whole have been mentioned for the primary and middle stages, not specifically for Social Studies. In the higher secondary classes, activities are mentioned in a general way in the Introduction to the Social Studies Syllabus.
- (v) *Textbook Authors.* Not mentioned.

## **VII. Break-down of Themes according to Disciplines**

### *History*

- Class III. Stories from Ancient India e.g. Buddha, Mahavna, Vikramaditya, Bhoj.
- IV. Stories from the Epics Stories of National Heroes. Great personalities from Indian History (medieval times): Prithvirat, Rana Pratap, Shivaji, Chandbibi.
- V. Stories of Religious Leaders, e.g. Christ, Mohammad. Great Men of India (modern times): Tilak, Tagore, Gandhi.
- VI. History of India till the medieval ages. History and archaeological remains in Madhya Pradesh, Sanchi, Vidisha, Tripuri, Khajuraho.
- VII. History of India : Sultanate and Mughals, Life of Saints. Cultural life of people in the Middle ages.
- VIII. History of Modern India. Social and cultural movements and reforms.
- IX to XI. Pre-historic life of man. Early civilizations. Indus Valley, Greece, Rome. Ancient Civilizations in India. Life under the Sultans. Contribution of Mughals : Polity, Education, Administration, Architecture. World History. Growth of modern civilization. Impact of the West on India : Modern Indian History through broad topics. Indian National Movement and Growth of National Consciousness.

### *Geography*

- Classes I and II. Informal local geography and observation of the physical phenomena and human life.
- III. Local geography (District), Map making.
- IV. Geography of the State : Physical, political and economic.



- V. Geography of the State in detail : climate, produce, natural resources, commerce, transport. Practical work : use of Atlases and making of maps.
- VI. Geography of India : Physical features, climate, products, industries, etc India and Asia. Revolution and Rotation of the Earth. Latitude, Longitude.
- VII. Geography of some regions of the world, relief, climate, produce, occupations, life. Economic and Commercial Geography of selected regions of the world e.g. Siberia, Egypt, Amazon, East Indies.
- VIII. Physical Geography : earthquakes, currents, seasons, climate.  
Commercial and Economic geography : vegetation and natural resources in different parts of the world. Detailed study of the Geography of India : Vegetation, natural resources and power, basic industries, transport and communication, land, air and sea routes.
- IX to XI. Living in the Local Community : physical features, climate, natural resources, agriculture and industries.  
Communities of the World : Mining in Australia ; Collective Farming in Israel ; a Dutch Community ; Industries in Rhineland ; Cattle-rearing and wheat-farming in Argentina ; on the bank of the St. Lawrence ; in North Siberia.  
Development of Transport and Communications.  
Commercial inter-dependence.

### *Civics*

- Classes I and II. Good habits : co-operation, cleanliness, Community helpers : local public servants.

- III. Local Administration, Revenue, Police, etc.
- IV. Administration of the State in outline. Administrative Regions and Districts.
- V. Local Self-Government. Panchayat ; District Boards ; Municipalities. Constitution and functions.
- VI. District Administration. District Courts. Officers.
- VII. Government of State : Ruyapat, Legislature ; Executive.
- VIII. The Government of India : Executive : President and Cabinet ; Judiciary.
- IX to XI. Living as a citizen of free India. A good citizen of the school. Local Government—functions. Relationship between local and State administration. Need of a national government. Indian Constitution in outline. World Peace. League of Nations U.N.O. Indian Contribution. Panchsheel. Atomic Energy in the service of man.

### **VIII Points in Common with other Subjects**

Some stories in the Language syllabus for classes I to III.

### **IX. Textbooks**

One textbook for each class is prescribed from classes I to VIII.

### **X. Supplementary Books**

No mention.

### **XI. Books for Teachers**

No mention.

### **XII. Specific Points to Note**

- (i) The syllabus starts with an integrated approach in the first two classes of the primary stage, breaks up

gradually into separate subjects and is organized completely as separate subjects in the middle stage. At the higher secondary stage, once again, it is integrated.

2. At the middle stage emphasis is given on the history of the State.

3. Special emphasis is given on population problems at all the three stages. Some other social evils, e.g. the *Purdah* system, superstitions, are also taken up.

4. Local administration figures in all the three stages.

5. Elements and Principles of Civics do not find any place in the syllabus till the higher secondary stage, where too more emphasis is on administration.

6. Practical activities are not mentioned in the syllabus apart from those mentioned in the introduction as a part of the total school programme.

7. The syllabus gives in some detail the objectives of teaching Social Studies at the higher secondary stage.

## 10. MADRAS

### I. Stages for which the Syllabuses are meant

A. Elementary (classes I to VII) (1961)

B Secondary (classes VIII to X) or Higher Secondary (classes VIII to XI) (1962).

*Note.* The conversion of high schools into higher secondary will be phased and, therefore, for some time there will be two types of schools : three-year secondary and four-year higher secondary. Both types will follow the syllabus drafted for higher secondary schools.

The first year in both types of schools, *i.e.*, class VIII, is devoted to general education. In class IX, bifurcation into (i) academic and (ii) diversified courses starts, for two or three years depending upon the type of school.

### II Year of Public Examination

At the end of class X/XI.

### III. Status of the subject

A. Elementary (i) Compulsory  
(ii) 4 out of 35 in a week.

*Note.* Citizenship Training (and Physical Education) is also compulsory and in classes I to IV, 3 additional periods

are given to both the activities, while in classes V to VII, only 2 periods are devoted.

**B. Secondary and  
Higher Secondary**

(i) Compulsory

(ii) *Academic Course* : 4 periods a week. *Diversified Course* : 4 periods a week in class VIII and 2 periods in the higher classes.

#### **IV. Total Scheme**

Classes I-III. Very little formal teaching. Playway and other Activity methods recommended.

IV-V. History, Geography, Civics taught as separate subjects but to be taught simultaneously.

VI-VII. An attempt at integration again. In these two classes the World is looked at from the historical and physical perspectives from the Ancient, through the Middle to the Modern periods. Problems confronting the modern world are treated as in a general way and of those in India, more intensively.

VIII-XI. The syllabus mentions that though in classes VIII-XI, History and Geography are treated as separate subjects, they are to be taught keeping in mind the objectives of Social Studies. In other words, there should be an integrated approach while teaching the subjects.

#### **V. Articulation**

An attempt has been made to provide a chronological History of India in the earlier classes, which provides the basis for the later studies, in cultural History, World History and movements in Modern History. The arrangement of the

topics is also logical. A certain amount of repetition is there, e.g., South Indian History (Pallavas, Cholas) in classes IV, V and VIII. However, a general picture of the emergence and growth of the Modern times is, effectively brought out.

In the case of Geography, there is fairly good articulation, with the study gaining in depth and important geographical concepts gradually being introduced. There is some kind of repetition in classes V and VIII regarding the geography of India.

The course in Civics is also fairly well articulated.

#### **VI. Suggestions for**

- (i) *Methods of Teaching.* Given class-wise and also subject-wise for both stages.
- (ii) *List of Aids and Equipment.* Not mentioned.
- (iii) *Use of Aids.* Not mentioned.
- (iv) *Activities.* There is emphasis on activities, which have been specified for each classes. In the elementary classes, a specific number of periods has been set apart for activities.
- (v) *Textbooks Authors.* Not mentioned.

#### **VII. Breakdown of Themes according to Disciplines**

Classes I & II. Health habits. Social behaviours. Personal and environmental cleanliness. Food, clothing and shelter. The local market. Village Festivals.

#### *History*

- Class II. Stories from the Epics and the Puranas.
- III. Heroes in folklore, legend and history.
- IV. Landmarks in the history of the District.  
South Indian History.
- V. History of India in brief outline.

VI. Early centres of civilization. Ancient Empires. Beginning of a New Order. End of the Middle Ages. Renaissance. Reformation. Revolutions, American and French.

VII. Major World Religions. Cultural History of the World. Some Great Servants of Mankind, e.g., Gandhiji and Nightingale. World Wars. Russian Revolution. Indian Freedom.

VIII. History of India up to 1947.

IX. Free India. Our Government Today. Our cultural heritage.

X. Story of Man in the earliest times. History of the World in outline

XI. Major Movements, particularly, those in Asian history in modern times.

### Geography

Class I. Directions. Observation of Sun, Moon, Night, Day, Wind, Rain.

II. Preliminary observation of roads, water features, local vegetation, animal life, local crops and industries.

III. Physical and economic geography of the village.

IV. Study of the Globe. Climate. Regional study of the District. Physical and economic geography of the State.

V. Geography of India and Pakistan : physical, economic and human.

VI. Life and work of people today in typical environments. World's chief materials and food ; their distribution.

- VII The world in relation to India : transport and communication ; trade and industry.
- VIII. Regional Geography of India with special attention to the life and work of the people. Peninsular India. Northern India.
- IX. General and economic geography of India and of the world in outline. Study of Asia.
- X Study of the world outside Asia.
- XI. Physical and natural geography of the world.

#### *Civics*

- Class III. Family : members, their rights and duties. Duties towards neighbours. Obedience to School Laws. The Village Administration ; Community Services ; Public servants.
- IV. Administration of the District. District Boards. Taxes. The District and the State. State Legislature and Cabinet. Local Community projects and industrial enterprises.
- V. Simple study of the Indian Constitution. Communication : Post, telegraph, telephone, radio. Banks and Co-operative Societies.
- VI. Nil.
- VII. Kinds of Government. League of Nations, U.N.O. and its agencies, Indian Problems. Our relations with other countries.
- VIII. Nil.
- IX. The Indian Constitution.
- X-XI. Nil

#### *Community Life, Economics, etc.*

- Class VII. Methods of Trade : Barter and Exchange. Coins. Banks. Co-operative buying and



selling. Co-operative Farming. *Bhoodan*.  
Balanced Economy. Five Year Plans.

*Citizenship Training*. This is practical work to be taken up with physical education. In classes I to VIII, work has been divided into three parts : Organization of the School Community, Activities ; and Voluntary Training for Proficiency Badges.

### VIII. Points in Common with Other Subjects

*General Science* : Health Habits and Cleanliness.  
Observation of Plant and Animal Life.

*Language* : Stories of great personalities.

### IX. Textbooks

No mention.

### X. Supplementary Books

No mention.

### XI. Books for Teachers

- (i) For the study of the District in class IV, some books have been mentioned, separately for each district.
- (ii) Under the syllabus for class VII, six books for teachers
- (iii) In the higher secondary syllabus, 11 books have been mentioned as reference books for pupils and 33 books for teachers.

### XII. Specific Points to note

- (i) Madras was one of the first states to introduce fused Social Studies in its schools, but has now given it up. The syllabus explains why it has been given up. "Experience of the past eight years shows that though some sort of fusion can certainly hold the attention of the children in a greater measure than the teaching of History, Geography, separately, it is nevertheless found

that the fusion course cannot ensure a systematic and argumentative study of either History or Geography, which is essential not only for the proper acquisition of knowledge regarding the physical and cultural environment but also for preparing pupils for further studies in the Humanities. That is why the syllabuses in the new set-up are drawn up under the main topics of History, Geography, from classes VIII to XI

The idea of fusion has not, however, been completely given up. The syllabus for classes VI-VII provides some fusion towards the end of the elementary stage.

- (ii) There are in the syllabuses elaborate instructions on the allotment of periods to topics. The exact number of periods for lessons and Activities is clearly mentioned. A list of Activities has also been provided.
- (iii) The syllabus in Social Studies opens with an introduction, describing some assumptions. The objectives of teaching the subject are also clearly detailed.
- (iv) There is some stress on Current Events, which are included in all classes from VIII to XI.
- (v) Emphasis has in the teaching of Geography been laid on the inculcation of important concepts, e.g the interaction of geographic forces on man's life.
- (vi) The geography syllabus for class XI says, "In the Higher Secondary schools, the primary aim of the course of study in class XI is to prepare pupils FOR the university".
- (vii) Citizenship Training is to be given during school hours from classes V to IX. The time set apart for this purpose in classes X and XI may be used for any other subject at the discretion of the principal.
- (viii) In order to provide more periods to the diversified course in the higher secondary classes, pupils offering it are permitted to do a lighter syllabus in Mathematics and/or Social Studies and to utilize the periods set apart for physical education and Citizenship Training.

## 11. MAHARASHTRA

### I. Stages for which the Syllabuses are meant

- A. Primary (classes I to VII) (1953/1956)
- B. Secondary (classes VIII to XI) (1962)

### II. Year of Public Examination

At the end of class XI.

### III. Status of the Subject

Primary. (i) Compulsory.

From class IV onwards, Geography is combined with General Science and History as a separate subject.

(ii) 4 periods in a week.

Secondary. (i) Compulsory in the first three classes, but optional in class XI.

The whole curriculum for the stage is divided into four groups. From Group I, a pupil should choose two subjects out of Social Studies, General Science and Elementary Mathematics. Social Studies is also included in Groups II and IV, and can be offered here by a pupil who has not already offered it under Group I.

The curriculum also provides for History, Geography and Indian Administration as elective subjects. A pupil is allowed to offer *not more than one* of these electives if he has already offered Social Studies under any Group.

(ii) 5 periods out of 45 in a week.

(iii) There is one examination paper of one hour's duration. Marks allotted to it are 100 out of a total of 700.

#### IV Total Scheme

The course is called by different names at different stages. It is called :

General Knowledge in classes I to IV,  
History and Geography in Classes V to VII, and  
Social Studies in classes VIII to XI.

*Classes I to IV (General Knowledge)* In classes I and II, the course is mostly general knowledge with emphasis on practical work, Local observation and development of habits. In classes III and IV, History and Geography are gradually introduced and it has been said that the teaching should be correlated as far as possible.

*Classes V to VII (History and Geography).* As the name suggests, the syllabus is organized under History and Geography, taught separately.

Besides, a separate course in Community Living is prescribed in all classes from I to VII, which stresses practical activities and formation of desirable social habits.

*Classes VIII to XI (Social Studies).* Though it bears the composite name of Social Studies, the syllabus is given under separate heads : History, Geography and Civics and Indian Administration. The course in History comprises the social

and cultural history of India in the background of World History. The Geography course teaches the Geography of India in detail and also the natural regions of the world.

## V. Articulation

The course in History follows a concentric plan and Indian History is covered in three cycles. The first cycle which ends in class IV is through biographies, the second ending in class VII with more details of facts and chronology, and the third is chiefly social and cultural history.

Geography is also done in three cycles, but *Civics and Administration* is not so spread over. Classes III and IV deal with local and district administration and the higher classes take up the State and Union Government in greater detail.

## VI. Suggestions for

- (i) *Methods of Teaching.* Given in brief for the Primary and Middle stages. For the course in Community Living, however, the suggestions are in greater detail.
- (ii) *List of Aids and Equipment.* Not given.
- (iii) *Use of Aids.* Not given.
- (iv) *Activities.* Practical work in Geography and Community Living suggested for the primary and middle classes. In the primary classes, observational activities have been detailed class-wise.
- (v) *Textbook Authors.* Not given.

## VII. Breakdown of Themes according to Disciplines

Classes I & II. Observation of surroundings: sources of water; natural phenomena, e.g. rain. Civic Training: Cleanliness; Personal social behaviour.

### History

Class III. Stories from Epics. Stories from Regional History.

- IV. Biographies from Indian History, in chronological order from ancient to modern times. Stories of a more advanced nature from Epics.
- V. History of India till 650 A.D.
- VI. History of India during medieval times.
- VII. History of India during modern times.
- VIII to XI. Social and Cultural History of India. World History : Renaissance and Reformation ; Industrial Revolution ; World Wars ; U.N.O.

### *Geography*

- Class III. Geography of the District. Observation of crops, articles in shops, farmers' calendar.
- IV. Geography of the State. Observation of the sky and the stars.
- V. Geography of India in outline. Geography of the State in greater detail. Some important regions of the world.
- VI. Geography of India in greater detail. Study of neighbouring countries : Pakistan, Burma, Ceylon, Indonesia, China, Japan. The Earth : shape, size, day and night ; rainfall and monsoon.
- VII. Geography of the State in detail. India : natural resources : imports and exports, Australia, U.K., U.S.A., U.S.S.R., South and East Africa. The Earth : revolution ; local and standard times ; latitude and longitude ; climate zones , factors affecting climate.
- VIII to XI. External agents of change : Cycles of earth sculpture ; climate and man. Major natural regions of the world. Detailed study of India. Pakistan in broad outline.

*Codes and Administration*

Class III. Village ; Taluka and District administration ;  
revenue, police and education.

IV. Local self-government. State Administration.

VIII to XI. Citizenship and Government. Functions of  
Government. Communication. Promotion of  
public welfare. Union and State Governments.  
State Reorganization.

*Training in Community Living*

Classes I to VII. Daily school routine, cleaning, etc Self-  
government in school. Organizing clubs and  
societies. Celebrating Festivals and Days.  
Trips and excursions. Community work in  
villages.

**VIII. Points in Common with Other Subjects**

General Science is part of General Knowledge in classes  
I to IV.

**IX. Textbooks**

Schools select one textbook for each class out of a number  
recommended by the Department of Education.

**X. Supplementary Books**

Not given.

**XI. Books for Teachers**

Not given.

**XII. Specific Points to note**

(i) The course has been given different names at different  
stages.

(ii) In the primary classes, the subject includes General  
Science, History, Geography and Elementary Administ-  
ration. These, however, are not to be taught in an  
isolated manner but should be correlated as far as  
possible.

- (iii) A separate course in Community Living has been prescribed in addition to that in Social Studies, from classes I to VII.
- (iv) Integration has nowhere been attempted except in classes I and II.
- (v) The History course under Social Studies for class XI consists mainly of broad currents and movements of the social and cultural history of India, with appropriate references from World History.



## 12. MYSORE

### I. Stages for which the Syllabuses are meant

- A. Primary (classes I to VII). The syllabuses are issued in parts: Classes I-II; Classes III-IV; and Classes V-VII.
- B. Higher Secondary (Class VIII to XI). The syllabuses are again in parts: Class VIII; and Classes IX-XI.

### II. Year of Public Examination

At the end of class XI.

### III. Status of the Subject

- A. Primary. (i) Compulsory

(ii) *Periods* :

I-II. 4 out of 55 in a week of 30 minutes each.

III-IV. 6 out of 45 in a week of 45 minutes each.

V-VII. 5 out of 45 in a week of 45 minutes each.

- B. Higher Secondary. (i) Compulsory, even for pupils offering Humanities.

(ii) *Periods* .

VIII. 4 out of 38 periods in a week.

IX-XI. 4 or 5 out of 38 periods in a week.

**IV. Total Scheme**

*Primary.* In the first four classes, the course is centred round the basic necessities of human life, e.g., home, school, food, clothes, roads, etc., and the study of the life of the people in the immediate neighbourhood, e.g., the potter, the doctor, the policeman, etc.

In classes V to VII, the History of India, the Geography of India in broad outline and the salient features of the Indian Constitution and its working are taught.

*Higher Secondary.* The syllabus for class VIII, the first year of this stage, consists of topics from the physical and economic geography of India, as well as the social and welfare activities of the State. The Administration of the State is also taught in this class.

The syllabus for classes IX to XI draws selected topics from History (including World History), Geography, Civics, etc.

**V. Articulation**

*History* In class IV, History is taught through biographies. Then, in classes V to VII, the history of India in broad outline is taught. The course is repeated in the higher secondary school in broad topics. Thus, the course is well articulated and concentric in approach.

*Geography.* Here too, there is a fair amount of articulation. At the primary stage, the geography of the District, the State, India and the World is taught in broad outline and is repeated with modifications in the higher secondary classes.

*Civics.* The same thing can be said about the Administration of the District, State and India. In the higher secondary

stage, these topics are repeated in greater detail with the addition of World Organizations, evils of war and India's efforts for World Peace.

## VI. Suggestions for

- (i) *Methods of Teaching* There are some general suggestions on the teaching of the subject in classes I to IV and again in class VIII.
- (ii) *List of Aids and Equipment.* Only a list of visual and audio-visual aids has been provided for the higher secondary stage.
- (iii) *Uses of Aids* Not given.
- (iv) *Activities.* Activities for the primary classes have been specified in detail and practical work for the higher secondary classes has been mentioned
- (v) *Textbook Authors.* Not given.

## VII. Breakdown of Themes according to Disciplines

### *History*

- Class I. I Home, past and present School, past and present Means of Communication. Ancient tools and modern machines. 'Interesting things happened in our community long ago'.
- II. 'Our Community is changing day by day' The Modern Machine Age and the Ancient Age : better roads. Farming, past and present. Our holidays : past people or events, Story of the latter (past).
- III. Crops, Communications, Towns and Cities and such topics in their historical background
- IV. Biographies of Saints and Reformers, *e.g.*, Mahavira, Buddha, Ramanuja, Christ, Mohammad, Nanak, Ramakrishna Paramahansa.

Great Rulers, *e.g.*, Asoka, Harsha, Rajendra Chola, Krishnadeva Raya, Shivaji, Tipu.

**Persons who fought for India's freedom,  
Prominent personages of the Region.**

- V. Topics in broad outline, from the Original Inhabitants of India to the Pallavas, Rashtrakutas and Cholas.
- VI. From Rise of the Rajputs to the Peshwas.
- VII. From coming of the Europeans to the attainment of Independence.
- VIII. Nil
- IX. Social history of India in outline. Brief survey of the Social History of Karnataka How the Modern World took shape.
- X. 'Modern India takes shape': Struggle for Indian Independence since 1857. Gandhiji's Leadership. Establishment of the Republic.

*Geography*

- Class I. Maps and Globes. Distance : 'Near' and 'Far'. Time : 'Long ago', 'Now', 'Morning', 'Noon' 'Night'. Seasons of the year.
- II. The same as in class I, in greater detail.
- III. Local Studies. The Calendar. Telling the time. Days and Nights in different seasons. The District: relief, climate, vegetation, industries, towns and cities.
- IV. Man and Nature. Movements of the Earth. Directions. The State under the same heads as the District.
- V. Geography of India.
- VI. Study of the Globe. Land, sea and air routes. Days and Nights. Latitude, Longitude. Local time and Standard time. Seasons. Our Neighbours : Life, occupations, trade with India.

- VII. Life of the people in some typical regions of the world. Industrial Development in the U.K., the U.S.A., the U.S.S.R., and Japan.
- VIII. Geography of India (in detail), with special reference to Mysore, her people and languages.
- IX. Living in other parts of the World : (Ceylon, Burma, Malaya, Indonesia, China and Japan) : How they satisfy their basic needs ; what are their economic activities related to agriculture and industries ; their attitude towards life , how they are governed.
- X. Living in other parts of the World (continued). (Egypt, South Africa, Brazil, Argentina, Chile, Australia and New Zealand.)

#### Civics

- Class I. Keeping the school clean. Respecting other's property. Orderliness. Interdependence
- II. Places of interest in the locality. Typical helpers of the community : potter, washerman, blacksmith, farmer, postman. 'All are children of God'
- III. Local-Self Government. Interdependence of communities. Man's dependence upon natural resources, trees, birds and animals. How people live together.
- IV. Man's need for Government. Units of Government : city, village, district, state, country. Elections. Law and Order.
- V. State Administration working through departments : education, revenue, courts, etc., Community Development and National Extension Schemes.
- VI. Features of the Indian Constitution. Rights and Duties of an Indian citizen.

- VII. 'How we are governed in the State'. State Government, District Administration, Local Self-Government.
- VIII. Educational and Recreational facilities in the State. Advantages of Living in Society. Social institutions. People and their Languages.
- IX. Advantages of Society, Units of Society. Study of Aborigines in India. Early human settlements.
- X. 'How we are Governed': Union and State Governments. Distribution of Powers. India—A Welfare State. National Reconstruction. I. N. O.

### **VIII. Points in common with other subjects**

"Repetition and overlapping of certain topics in Social Studies, General Science and Art and Crafts may be observed in the syllabus as an attempt is made to divide the educational activities and knowledge into subject-wise compartments." But teachers are expected to treat the knowledge as a whole by correlating them.

"For example, the topic 'We try to make our surroundings beautiful' comes under Social Studies, General Science as a part of cleanliness, and under Art also. The teacher needs to combine all these into one purposeful activity, arising out of, say, celebration of August 15, Gandhi Jayanti, Mohammad's Birthday, Christmas Day, Makara Sankramana, and correlated knowledge in General Science, Art and Social Studies."

A few examples of correlation mentioned in the syllabus are .

—Interpretation of Distance

Times and Dates.....Correlation with Mathematics

—Seasons.....Correlation with General Science

### **IX. Textbooks**

No mention.

**pplementary Books**

o mention.

**XI. Books for Teachers**

No mention.

**XII. Specific Points to note**

- (i) The syllabus for class XI has not yet been published, presumably because the re-organized schools have not reached the stage yet. This is corroborated by the fact that the syllabuses for the earlier classes were also progressively prepared and published in parts.
- (ii) The emphasis on Activities and their long list are important features of the State.
- (iii) The syllabus is presented in the form of concepts rather than of topics.
- (iv) The syllabus also mentions for the information of parents and teachers, the nature and interests of children at different age-levels.

## 13. ORISSA

### I. Stages for which the Syllabuses are meant

- |                     |                      |        |
|---------------------|----------------------|--------|
| A. Primary          | (classes I to V)     | (1952) |
| B. Middle           | (classes VI to VIII) | (1961) |
| C. Higher Secondary | (classes IX to XII)  | (1963) |

### II. Year of Public Examination

At the end of class XI.

### III. Status of the Subject

- |                      |   |
|----------------------|---|
| A. Primary.          | (i) Compulsory  |
|                      | (ii) <i>Periods :</i>                                   |
|                      | Class I. 2 out of 24 periods<br>a week.                 |
|                      | II. 3 out of 32 periods<br>a week                       |
|                      | III-V. 4 out of 36 periods<br>a week                    |
|                      | (iii) <i>Marks.</i> 60 out of a total of<br>300 marks.  |
| B Middle.            | (i) Compulsory  |
|                      | (ii) <i>Marks.</i> 100 out of a total of<br>700 marks.  |
| C. Higher Secondary. | (i) Compulsory (one of 6 core<br>subjects)              |
|                      | (ii) <i>Marks.</i> 100 out of a total of<br>1000 marks. |



#### IV. Total scheme

*Primary.* Social Studies at this stage is named 'General Knowledge'. The emphasis is on formation of habits and the development of Civic and Social Sense, and Love of the Motherland. The syllabus is based on fusion, but there is also gradual introduction of teaching the component subjects separately with emphasis on practical activities.

*Middle.* The subject is entitled 'Social Studies' but the content to be taught is detailed under subject headings. Class VIII, however, has no Civics.

*Higher Secondary.* Social Studies is taught only in three years of the four-year higher secondary school. It is a part of the Core Curriculum, and is patterned on integrated lines and detailed in units.

#### V. Articulation

The syllabus follows the concentric approach and is articulated so far as History and Geography are concerned. In the middle stage, the approach to History is chronological and political, whereas in the higher secondary stage it is more social and cultural. History is covered only to the rise of the Sikhs in class VII and, thereafter, there is no Indian History in class VIII, but movements from World History. In the higher secondary stage, Ancient and Modern World Civilizations and their impact on India and British India are included in the syllabus.

In Geography, life of the people in the different regions of the World and Physical Geography are taught.

Civics course includes salient features of the Constitution ; Union and the State Governments, Administration of Justice and Local Self-Government.

#### VI. Suggestions for

(1) *Methods of Teaching.* Only in the Primary stage and that too very briefly given.

- (ii) *List of Aids and Equipment.* Provided only for the Primary stage.
- (iii) *Use of Aids.* Briefly given for the primary stage
- (iv) *Activities.* Mentioned in a general way for the primary stage.
- (v) *Textbook Authors.* Not given.

## **VII Breakdown of the Themes according to Disciplines**

### *History*

- Class V. History of India through biographies, chronologically arranged.
- VI. History of India from the earliest times to 1605.  
History of the State.
- VII. History of India from 1605 to the Rise of the Sikhs.
- VIII. Ancient and Modern Civilizations. Great Movements of World History. World Wars. Importance of Technology in our lives.
- IX. Nil
- X. History of British India.  
Ancient and Modern Civilizations and their impact on India.
- XI. World Wars. League of Nations. UNO. India's contribution to World Peace.

### *Geography*

- Class IV. Geography of the District. Important geographical terms. Preparation of Map of the Locality.
- V. Geography of the State. The States of the Indian Union and their capitals.
- VI. Geography of India. Discoveries. Life of People in countries like the U.S.S.R., Italy, Norway, Egypt.
- VII. Geography of Asia. Ascent of Everest. Polar Expeditions. Life of People in South-East Asian countries.

- I. World Geography : regions, climate, agriculture, commerce, trade, population, cities.
  - II. Geography of India : Agriculture ; Trade, external and internal ; Cottage Industries ; Means of transport and communications. Life of People in some typical regions of the World. Different types of Communities.
  - III. Administration at the local and the district level.
  - IV. State administration in outline. Local Self-Government : Gram Panchayat, Municipality.
  - V. Public utility services in the local community. Local Self-Government : District Board. Taxes.
  - VI. How to become a good citizen. Rights and Duties of Citizens.
  - X. Community life at home, school and locality. Social welfare and other activities.
  - XI. Salient Features of the Indian Constitution. Union and State Governments. Local Bodies. Justice, Democracy.
- Problems of National Reconstruction . Food , Agriculture ; Reclamation of Land ; Co-operation ; *Bhoodan* ; Mineral and Power Resources ; Industries ; Means of Communication.

#### **Points in common with other subjects**

General Science (Primary) : Plant and animal life ; Movement of heavenly bodies ; Observation of natural phenomena.

Health Education (Primary) : Health Habits ; Cleanliness ; Acute Diseases ; Intoxicants and their effects.

#### **Textbooks**

begin in class IV. Other details not mentioned,

**X. Supplementary Books**

No mention.

**XI. Books for Teachers**

No mention.

**XII. Specific Points to note**

- (i) Social Studies is taught in all school classes except the last, class XI.
- (ii) The objectives of teaching Social Studies in the primary stage have been mentioned :
  - (a) to stimulate in the child the spirit of enquiry,
  - (b) to form in the child habits of accurate observation,
  - (c) to give the child an intelligent understanding of the life around him and of the laws that govern it, and
  - (d) to lay the foundation of a healthy civic life.
- (iii) The syllabus is integrated at the primary and also at the higher secondary stage. At the middle stage, History, Geography and Civics are to be taught separately.
- (iv) There is emphasis on practical work and observation at the primary stage. At the middle stage, practical work like the maps, charts, models, etc., forms part of the Geography course.
- (v) Only the bare outlines of topics are given for the primary and the middle stages, whereas at the higher secondary stage, the topics are divided into sub-topics and are indicative of the depth.
- (vi) The syllabus at the higher secondary stage is not a mere duplication of the elective courses of History, Geography, Civics and Economics.

- (vii) Certain Geography topics are covered in General Science as well.
- (viii) There is predominance of Geography in class IX, of History in class X and Civics and Economics in class XI.

## 14. PUNJAB

### **I. Stages for which the Syllabuses are meant**

- A. Primary (classes I to V)
- B. Middle (classes VI to VIII)
- C. Matriculation (classes IX and X), Higher Secondary (classes IX to XI).

*Note.* Social Studies is taught in the higher secondary school only in classes IX and X.

### **II. Year of Public Examination**

- (i) At the end of class VIII (Middle Examination)
- (ii) At the end of class X (Matriculation, Higher Secondary Part I Examination).

### **III Status of the Subject**

Primary. (i) Compulsory.

(ii) 6 out of 41 periods in a week.

Middle. (i) Compulsory

(ii) 5 out of 48 periods in a week.

Higher (i) Compulsory (even for those pupils who  
Secondary, offer Humanities).

(ii) 6 out of 48 periods in a week.

*Unit Marks.*

Matriculation : 150 out of a total of 900.

Higher Secondary, Part I: 150 out of a total of 700, 25 per cent of which are allotted for internal assessment. These marks are sent to the University/Board and count towards the award of divisions.

**IV. Total Scheme**

*Primary.* The syllabus is on integrated lines. The child is led through school, home and neighbourhood to the state, country and world. Emphasis has been laid on formation of healthy habits and desirable attitudes and development of healthy patriotism and social behaviour.

There is little formal teaching in classes I and II, which starts in class III. History is started through biographies, Geography through the familiar environment and Civics through local administration. The oneness of the country and the people has been stressed throughout.

*Middle.* History, Geography and Civics are taught as separate subjects under the common name of Social Studies. The syllabus also attempts the development of orderly habits, civic sense and the understanding of law and order and the authority of discipline.

*Matriculation/Higher Secondary Part I.* Pupils take the public examination in this subject in class X, irrespective of the course they pursue. The syllabus attempts a rounding off of the whole school course and is given in a composite form, covering broad areas from History, Geography and Civics. Besides, such topics as Current Events, National Reconstruction and International Agencies of Peace are also included.

## V. Articulation

There is a fair amount of articulation from stage to stage. History, for example, is taught successively through biographies in a chronological way and from the social and cultural point of view.

## VI. Suggestions for

- (i) *Method of Teaching*. Not given.
- (ii) *List of Aids and Equipment*. Not given, except for the middle class, where maps, charts etc., have been generally mentioned.
- (iii) *Use of Aids*. Not given.
- (iv) *Activities*. Not mentioned.
- (v) *Textbook Authors*. Not given.

## VII. Breakdown of Themes according to Disciplines

### *History*

- |       |   |
|-------|---|
| Class | I. Stories from Epics. Story of Early Man.<br>II. Biographies of great personalities. Story of Early Man<br>III. Biographies of Men of Action from History. Stories of the Wheel, Cotton and Spinning.<br>IV. Biographies of Literary Men of India. Stories from Early History of India.<br>V. Biographies of Religious Leaders and Social Reformers. Story of Indian Independence through Biographies.<br>VI. Ancient India : From the earliest times to the Gupta Empire.<br>VII. Medieval India : to the end of the Mughal Empire. |
|-------|---|



- VIII. Modern India beginning with the rise of the Sikhs and the Marathas. Constitutional History of India. Indian Independence.
- IX-X. Indian History (whole). Early World Civilizations. European History : Feudalism, Renaissance, Reformation. French Revolution. Rise of Democracy.

### *Civics*

- Classes I-II. Formation of habits. Social behaviour. Respecting National Symbols. *Bal Sabhas*.
- III. Local Self-Government : Panchayats ; Municipalities.
- IV. Local Self-Government (contd). Co-operatives. State Government. Voting and Elections.
- V. Union Government. Rights and Duties of Citizen. Franchise.
- VI. Local Self-Government.
- VII. State Government. Law and Order. Discipline and Authority. Public bodies.
- VIII. Union Government.
- IX-X. Local Self-Government. Government in the State and at the Centre. International Agencies of Peace. League of Nations U.N.O. World Wars and Peace.

### *Community Life*

- Classes I-II. Daily needs of man. Home, school neighbourhood. Local Festivals. Community helpers.
- III. Local Community Life. National Festivals. Interdependence of Communities for the satisfaction of needs.

IV. Community Life in India. Ties that bind us together in India.

V. Children of the World.

### *Geography*

Classes I-II. Acquaintance with the local environment. Directions. Transport.

III. State Geography—link with the rest of India. Transport. Communication.

IV. Life of the people in some typical States in India. The Globe. Oceans. Continents. India on the Globe.

V. Life of the people in some regions of the world. Some travellers and explorers. Equator. Poles. Latitude. Longitude. International Routes.

VI. Geography of Asia. Stories of Explorers. Latitude. Longitude. Rotation. Revolution. Natural Regions.

VII. Geography of Continents other than Asia. Winds. Monsoons. Rotation. Revolution. Climate. Sources of Power.

VIII. Europe and India. The Solar System.

IX-X. Geography of India : Transport; Communication; Agriculture and Industries. Multipurpose Projects. *Bhoodan*, Co-operatives. *Zamindari*. Five Year Plans.

Natural Regions of the World.

### **VIII. Points in common with other Subjects**

Not many.

### **IX. Textbooks**

Textbooks are prescribed in class III onwards. In the higher secondary classes, a number of books are recommended, out of which one is to be chosen.

**X. Supplementary Books**

No mention.

**XI. Books for Teachers**

No mention.

**XII. Specific Points to note**

- (i) Social Studies is compulsory from class I to class X. In the higher secondary course, there is no Social Studies in class XI.
- (ii) The syllabus mentions the objectives of teaching Social Studies in the primary and the middle stage.
- (iii) The syllabus for the primary and the higher secondary stage more or less follows an integrated pattern. History, Civics and Geography are taught as separate subjects at the middle stage.
- (iv) Where the syllabus is organized on integrated lines, ideas of interdependence of individuals and nations, factors and forces of social integration and national unity, universal brotherhood, democratic values and dignity of labour have been incorporated.
- (v) The organization of the syllabus is logical.

## 15. RAJASTHIAN

### I. Stages for which the Syllabuses are meant

A. Primary	(classes I to V)	(1957-58)
B. Middle	(classes VI to VIII)	(1957-58)
C. Higher Secondary	(classes IX to XI)	(1964)

### II. Year of Public Examination

At the end of class X.

### III. Status of the subject

Primary	(i) Compulsory (ii) $1\frac{1}{2}$ out of 39 hours in a week.
Middle	(i) Compulsory (ii) 4 out of 46 hours in a week.
Higher Secondary	(i) Compulsory (even for those who offer History and Geography) (ii) 50 out of a total of 750 marks. 5 marks are reserved for Cumulative Record.

### IV. Total Scheme

*Primary.* In the first three classes, the emphasis is on the study of the immediate neighbourhood. In class IV, the Geography of the State is introduced and the social and cultural life of the people, present and past is stressed. In

class V, important landmarks of the history of India are taught, and also the main features of the geography of India.

*Middle.* History, Geography and Civics are taught here as separate subjects and the treatment is broadly topical. The History of India is taught in the three classes. In Geography, broad natural regions of the world are taken up in classes VI and VII, while in class VIII, India and the economic geography of the world are taught in some detail.

*Higher Secondary.* The course here runs for two years. It draws from all component subjects and is organized in broad units.

## V. Articulation

*History.* The approach is concentric and the history of India is completed once in each stage.

*Geography.* Geography does not figure in the higher secondary syllabus. The geography of the State and of India is taught in the primary classes, and of the world (and India) in the middle classes.

*Civics.* Little Civics is taught at the primary stage. The Government of the State and of the Union is taught both in the middle and the higher secondary classes.

## VI. Suggestions for

- (i) *Methods of Teaching.* Some general suggestions are made only for the primary classes and these too for total school work, not specifically for Social Studies.
- (ii) *List of Aids and Equipment.* No mention.
- (iii) *Use of Aids.* No mention.
- (iv) *Activities.*

*Primary.* In the form of Community Work : knowing about living in the community, cleaning surroundings in the villages, organizing school functions.

*Middle.* Social uplift programmes. Map-drawing and local economic surveys.

*Higher Secondary.* None suggested.

#### **V. Textbook Authors**

No mention.

#### **VII. Breakdown of Themes according to Disciplines**

##### *History*

Class III. Knowledge of the historical places in the locality. Stories from mythology.

IV. Biographies from the history of Rajasthan. Social and Cultural life in Rajasthan, past and present.

V. Important landmarks of the history of India.

VI. Ancient India, from the earliest times to Harsha.

VII. Medieval India : Rajputs ; Delhi Sultans ; Mughals ; Marathas.

VIII. Modern India.

IX-X. Selected topics from the social and cultural history of India, e.g., cultural heritage.

##### *Geography*

Class I. Day and Night. Directions. Idea of Mountains, Rivers, Deserts, etc.

II. Directions and the Sun, Seasons and their effects on man's life, fooding and clothing.

III. The *Tahsil* : climate, minerals, vegetations and crops.

Sun, Moon, and Stars.

IV. Geography of Rajasthan.

V. Topics from the physical and economic geography of India.

VI. Some Natural Regions of the World. Stories of Explorers.

- VII. Continued from class VI.
- VIII. Climate and its effects. World Trade and Communication. Economic geography of India and the world.
- IX-X No Systematic lessons on Geography.

*Civics and Economics*

Class II. Village Panchayats. Municipalities.

- III. Economic survey of the locality. Marriages and Festivals in the locality.
  - IV. Five Year Plans Community Development. Social life in Rajasthan.
  - V. Welfare State in India. Social life in India.
  - VI. Family life in India. Problems in Indian social life.
  - VII. Administration of the State. Local Self-Government. Public Utility Services. Welfare Activities.
  - VIII. The Indian Constitution in outline. U. N. O. Indian social customs and problems.
  - IX-X. The Indian Constitution. U.N.O. Panchsheel. Sources of Powers. Five Year Plans. Agriculture. Trade. Industries.
- Cultural and social life in India - medieval synthesis ; impact of the west ; movements for social and cultural reforms.

*Community Living* (forms a separate part of the syllabus)

- Class I. Good manners. Punctuality. Behaving with others. Respect to elders. Behaviour during games.
- II. Cleanliness. Cleaning the School. Queue. How to behave with others.
- III. Keeping home and school clean. School Assemblies and Functions. Knowing rights and duties.

IV. Cleaning the school School Health centre. School garden. Games. School Literary Association. Cleaning the Village. Village recreations.

V. Organizing school functions. Conducting meetings.

### **VIII. Points in common with other Subjects**

Not noticeable.

### **IX. Textbooks**

No information is provided except that one textbook is prescribed for the higher secondary classes.

### **X. Supplementary Books**

No mention.

### **XI. Books for Teachers**

No mention.

### **XIII. Specific Points to note**

- (i) The syllabus prescribes 'Community Living' as a separate head in the primary classes.
- (ii) In the primary and middle classes, local surveys have been stressed.
- (iii) Geography has not been included at the higher secondary stage.
- (iv) The economic development of India has received adequate emphasis as well as community development.
- (v) Social Studies ends in class X and there is, therefore, a two-year course in the subject at the higher secondary stage.
- (vi) The general pattern followed is an integrated syllabus in the earliest and the higher secondary classes while in the middle grades, emphasis is on the study of History and Geography as separate subjects.



## 16. UTTAR PRADESH

### I. Stages for which the Syllabuses are meant

A. Basic (classes I to V)

B. Junior High School (classes VI to VIII).

*Note.* Social Studies as a subject does not figure in either the High School or the Intermediate syllabus.

### II. Year of Public Examination

At the end of class VIII only for those pupils who attend junior high schools. Those who are in class VIII of higher secondary schools do not take the public examination.

### III. Status of the Subject

*Basic.* There is no separate subject as Social Studies in the syllabus, but topics related to Social Studies are taught in correlation with language and basic craft.

*Junior High School.* Social Studies is compulsory subject. Usually, 5 periods out of 48 in a week are devoted to it.

### IV. Total Scheme

*Basic.* Since Social Studies does not figure as a separate subject, topics are to be taught in correlation with other lessons. It has been suggested, for example, that the history of cloth may be taught when cotton seeds are being sown and the story of Columbus when the field is being prepared for potatoes.

*Junior High School* There is formal and systematic teaching of History, Geography and Civics, though these subjects are grouped under the name of 'Social Studies'.

## V. Articulation

*History* History is taught at the Basic stage, chiefly through biographies, many of which are repeated from class to class. In the junior high schools, regular chronological History of India is taught with adequate emphasis on social and economic aspects of history.

*Geography*. In the basic classes, an elementary knowledge of the geography of the locality, district and State is imparted. Some stories on the life of the people in other States are also told. In the junior high school, the geography of India is taught in class VI, that of Asia in class VII and of the rest of the world in class VIII.

*Civics*. Panchayats and District Administration form the principal content of the syllabus for the Basic school. The Government of the State and of the Union is taught in the junior high school, as also topics like International organizations.

## VI. Suggestions for

- (i) *Methods of Teaching*. Given in full detail in the class-wise handbooks for teachers of basic classes. Some suggestions for teachers of junior high schools are given in the syllabus.
- (ii) *List of Aids and Equipment*. Not mentioned in detail.
- (iii) *Use of Aids*. Not given.
- (iv) *Activities*.

*Basic*. The whole syllabus is activity-centred. Some important activities mentioned are : *Bal Sabha*, Celebration of National Days, Festivals and Birthdays of important personages.

*Middle.* For class VI, Cleaning of the Village, Celebration of Festivals and Days and keeping of weather charts are recommended. For class VII are suggested : Extension of previous work, Mock Election, School Assemblies, School Co-operative Societies, Small Clubs, in the school, e.g., Refreshment Club, Poor Boys' Fund, Sanitation Committees, Reading of Newspapers and Discussions on Current Problems. In class VIII are recommended : Study Circles, Elementary Practice in Parliamentary Procedure, preparation of seasonal charts, etc.

(v) *Textbook Authors.* Not given in the syllabus but separately issued.

## VII. Breakdown of Themes according to Disciplines

### *History*

- Class I. Story of Muharram with the life of Muhammad in the background. Rani Lakshmi Bai. Mahavira Swami.
- II. Indian Independence : fighters of freedom, e.g., Bahadur Shah and Gandhiji. Mahavira Swami. Stories from history, e.g., Chandragupta Vikramaditya. Harsha.
- III. Nanak, Christ.
- IV. Buddha. Nasiruddin, Kabir. Humayun. Tulsidas. Akbar. Chand Bibi. Dadabhai Naoroji. Gokhale. Govind Ballabh Pant. Rana Pratap. Shivaji. Gandhiji and the Non-co-operation Movement. Nanak. Raiendra Prasad. Story of *Takli*.
- V. History of Tree Plantation; Cloth; and Potato. The National Flag. Life of Christ. Vasco da Gama. Ranjit Singh. The East India Company. Haidar Ali. Tipu Sultan. The Indian National Movement.
- VI. History of India till 1000 A.D.
- VII. History of India from 1000 to 1740 A.D.
- VIII. History of India from 1740 to 1947 A.D. The Indian Republic.

*Geography*

- Class I. Directions. Story of a Punjabi boy.
- II. Means of Irrigation. Utility of Forests.
- III. Land and soil. Climate. Means of Communication. Map of the fields.
- IV. Uttar Pradesh : Crops ; irrigation ; forests. Shape of the Earth. Land and water.
- V. Uttar Pradesh : means of irrigation ; climate ; sugar and cotton ; occupations. Handloom industry.
- VI. Seasons. Local studies of the market. Cities and villages. Regional vegetation and agriculture. India : surface, vegetation, natural regions, products, transport, industries, trade, population. Stories of explorers.
- VII. Asia: physical features, climate, vegetation, natural regions, means of communication, trade routes, population, countries. Latitude. Longitude. Standard Time. Rotation and Revolution. Mountains. Volcanoes.
- VIII. The World : products and regions. Stories of explorers. Seasons. Air. Eclipses. Waves and tides. Science and natural forces. International routes. Industries and science. Ascent of Everest.

*Civics*

- Classes I-II. Formation of good habits ; discipline ; training in citizenship.
- III. Social behaviour, cleanliness, etc.
- IV. Gram Panchayats.
- V. Administration of the District and the State.
- VI. Administrative organization of the city and the district. Village problems. Local and National Festivals.

VII. Administration of the State. Some Problems of Indian life.

VIII. Administration of the Union. International Organizations. Spiritual Influence of Gandhi and Tagore. India and the World. Problems of Industrialization.

### III. Co-ordination with other subjects

Given in detail for the Basic classes.

#### K. Textbooks.

No textbooks are recommended for Basic classes, topics on Social Studies being included in Language Readers.

In the junior high schools one textbook each for History and Geography is prescribed for each class. Schools are to choose their own books from among those recommended.

#### L. Supplementary Books

No mention.

#### II. Books for Teachers

Mentioned only for basic schools.

### III. Specific Points to note

1. Social Studies as a subject does not appear at the high school or the intermediate stage.

2. There is no Social Studies as such at the basic stage either, but topics from it are to be taught in co-ordination with other subjects, especially with crafts.

3. No plan is evident in the selection of stories or biographies for the basic syllabus.

4. In the junior high school, History, Geography and Civics are taught as distinct subjects but under the common name of Social Studies.

## 17. WEST BENGAL

### I. Stages for which the Syllabuses are meant

- A. Primary (classes I to V) (1955)
- B. Middle (classes VI to VIII) (1963)
- C. Higher Secondary (classes IX to XI) (1963)

*Note.* Social Studies is taught for two years (in classes IX and X) in the higher secondary stage.

### II. Year of Public Examination

No public examination but only internal. Students are not allowed to take the public examination in class XI unless they have passed in Social Studies, but the marks obtained do not count towards the award of divisions.

### III. Status of the Subject

- Primary.
  - (i) Compulsory
  - (ii) 6 periods, each of 35 minutes, in a week.
- Middle.
  - (i) Compulsory
  - (ii) 3 periods, each of 40 minutes, in a week.
- Higher Secondary.
  - (i) Compulsory
  - (ii) 3 periods, each of 40 minutes, in a week.

#### IV. Total Scheme

*Primary.* The name of the subject is not Social Studies, but the theoretical portion is called "Acquaintance with the Environment" and the practical portion appears separately as "Training in Citizenship and Social Living."

Even though the theory portion is called by a common name, the syllabus mentions History, Geography and Nature Study separately and prescribes topics under each head. The practical part emphasizes corporate life and social behaviour.

*Middle.* Here too, the name of the subject is not Social Studies but "History, Geography". Naturally, the syllabus has these distinct heads. The History syllabus deals almost wholly with World History and the Geography syllabus with the geography of the world. There is no mention of Civics.

*Higher Secondary.* The name "Social Studies" appears at this stage, when it is a core subject. The syllabus which attempts some integration is divided into three parts: (i) Elements of Human Geography, (ii) Evolution of Indian culture and its contacts with other people, and (iii) Principles of Citizenship and Government.

#### V. Articulation

*History.* The history of India in brief outline is taught in the primary classes. The middle classes teach world history and the higher secondary, history and development in general. The knowledge of the history of India ends in class V and is not reinforced in any later stage.

*Geography.* This course is better articulated, though the geography of India does not receive adequate emphasis.

#### VI. Suggestions for

(i) *Methods of Teaching.* Very briefly given only for the primary stage.

(ii) *List of Aids and Equipment.* Not given.

(iii) *Use of Aids.*

Not given.

(iv) *Activities.* In the primary classes, one whole part of the syllabus, "Training in Citizenship and Social Living," is devoted to activities. Some activities are mentioned for the middle classes.

(v) *Textbook Authors.* Only briefly mentioned.

## **VII. Breakdown of Themes according to Disciplines**

### *History*

Class III. Biographies : Buddha ; Jesus Christ ; Mohammed ; Harshavardhana ; Dharmapala ; Shivaji,

IV. Outline history of India from the ancient times to the end of the Delhi Sultanate.

V. Outline history of India from Babar to modern times.

VI. World History . Ancient World (Early Civilizations, Greeks and Romans, Persians, etc.)

VII. World History : The Middle Ages (The Roman Empire, Charlemagne, Islam, Mongols, Feudalism).

VIII. World History : The Modern Age (Renaissance, Reformation, Discoveries, The American and the French Revolutions, World Wars, etc.)

IX-X, Indian Culture and contacts with the World—a review of the broad currents and significant epochs of Indian cultural evolution, *e.g.*, the Ancient Remains, the Vedic Civilization, Foreign Invasions and their impact on History, etc.

### *Geography*

Class I. Acquaintance with the locality.

II. The geography of the Village. Sun ; Moon ; Stars ; Lakes ; Rivers ; etc.



- III. Life in the village : Ways of living, dress, houses, industries, etc. Observation of heavenly bodies.
- IV. Life of the people in different parts of India. Geography of the District. Rain, wind, weather. Community Helpers.
- V. Geography of West Bengal and India. Stories of explorers.
- VI. Geography in outline of Asia and of Europe. Shape and size of the Earth. Reading of maps and the globe.
- VII. Geography in outline of Africa and South America. Physical Geography. Map reading and drawing simple maps.
- VIII. Geography in outline of North America. Detailed Study of some important countries of the world, e.g., the U.K., the U.S.A., the U.S.S.R., France, Germany, Japan.  
Physical Geography.
- IX-X. Living in some typical communities. Villages and Towns in India.

#### *Civics and Citizenship Training*

- Class I. Social behaviour and good manners.
- II. Social customs. Shouldering responsibility. Community Helpers.
- III. Good habits and attitudes towards Home, School, Village.
- IV. Learning to help the weak and the poor. Social customs in oriental countries other than India. Elementary knowledge of Local Self-Government, Panchayats, etc.

- V. Different social religious and economic institutions. Health, cleanliness and prevention of disease. Administration of the Village and the District. The Municipality and the Corporation.

VI-IX.

Nil

- X. Citizenship and Government. Life in the family and in the community. Government and the People. Local Administration. Democratic Government and the Indian Constitution. India's contacts with the world.

### (iii) Points in Common with other Subjects

Health and Hygiene :	Health habits : cleanliness ; infectious diseases.
General Science :	Observation of natural phenomena topics in Physical Geography in the middle stage.
Language :	Stories

### IX. Textbooks

Textbooks begin in class III onwards, but no lists are given in the syllabus.

A list of approved books, both in Hindi and in Bengali, is given for each class from Class VI onwards.

### X. Supplementary Books

Not mentioned.

### XI. Books for Teachers

Not mentioned.

### XII. Specific Points to note

(i) The name 'Social Studies' is given only at the higher secondary stage. In the primary classes, it is 'Acquaintance with the Environment' (theory) and 'Training in Citizenship

and Social Living' (practical). In the middle classes, it is History and Geography separately.

(ii) The objectives for teaching the subject are not mentioned for any stage.

(iii) The syllabus approaches some fusion only at the higher secondary stage.

(iv) The practical part of Social Studies has been taken good care of in the primary classes through a separate syllabus in 'Training in Citizenship and Social Living.'

(v) The history of India does not receive adequate attention. It is taught in brief outline in classes IV and V and neglected, except perhaps incidentally in the middle classes. There is no systematic teaching of this history after class V.

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